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ABSTRACT

Presented are guidelines for the use of 65 captioned films for the deaf (numbers for each category are listed in parentheses) which relate to art (four), ecology (six), guidance (five), health and safety (two), language arts (11), physical education (four), science (16), social studies (14), and vocational education (three). The guidelines are designed to help teachers by providing film synopses and suggestions on use, objectives (behavioral and general), motivation, vocabulary, culminating activities, evaluation, and additional resource materials. Florida edition films are listed by subject area with title, captioned films for the deaf number, appropriate age level, and page number. A complete list of all other educational captioned films for which study guides have been written for the past 8 years appears in the appendix. Also provided is a directory of publishers and distributors. The scripts of five films are included as a possible helpful addition. (GW)

ED 067793

LESSON GUIDE
for
CAPTIONED FILMS
VIII

A Training and Utilization Guide

FLORIDA EDITION

Published by
The Educational Media Distribution Center
of
The Conference of Executives of American Schools for the Deaf, Inc.
Washington, D. C.

under contract with the
Media Services and Captioned Films Branch
of
The Bureau of Education for the Handicapped
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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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STUDY GUIDES

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Guidance 51

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ART

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FOREWORD

This study guide is the eighth in a continuing series and the fifth produced in a workshop combining study guide and caption script writers. This workshop was held on July 10 through August 4, 1972 , at the Florida School for the Deaf and the Blind in St. Augustine, Florida. It was jointly sponsored by the Florida School and Media Services and Captioned Films for the Deaf, United States Office of Education. This study guide will be referred to as the Florida Edition.

These guides are designed to help teachers by giving a Film Synopsis and suggestions on Recommended Use, Objectives - both general and behavioral, Motivation, Vocabulary, Culminating Activities, Evaluation and references to other Resource Materials. The suggested behavioral objectives which are listed under Purpose are basically written in pure behavioral terminology. They are written in terms that would permit the teacher to measure changes in pupil behavior as a result of viewing the film and completing related studies. The outline may be followed precisely, in part, or modified by the teacher to meet the needs of individual classes and students.

Scripts have been included in the Study Guide Section for the following five films: Rosie's Walk, At Your Fingertips: Boxes, What Do Flowers Do?, Volleyball: Skills and Practice, and The Industrial City. This is a new addition and if it proves helpful, future editions may include scripts as a regular part of the format.

A complete list of all captioned films for which study guides have been written for the past eight years appears in the index portion of the appendix. Films are listed under subject area headings with divisions for: title of the film, CFD number, level, edition and page on which they can be found. The appendix also includes a list of abbreviations, and a directory of publishers and distributors.

The films in the Florida edition cover a wide range of subjects. Many of them can be used in more than one subject area. Their uses are as unlimited as your own imagination ... they can stimulate discussion and creative expression, promote personal involvement, and clearly demonstrate difficult or new concepts. In making them available to classroom teachers, the publishers express appreciation to the many individuals who contributed with the hope that deaf students throughout the nation will be beneficiaries of these efforts.

Captioned Film Workshop VIII

St. Augustine, Florida

HOW TO USE
THE
FLORIDA EDITION
1972

I. Films and Guides

A. The films are divided into two sections:

1. FLORIDA EDITION FILMS are listed in the FRONT of the book by subject area with title, CFD #, level and page number.

2. ALL OTHER AVAILABLE EDUCATIONAL CAPTIONED FILMS are listed in the BACK of the book by subject area with title, CFD #, level, edition, and page number.

B. Study Guides for films captioned in Florida are in this edition pp. 1-344, and include:

1. Synopsis
2. Recommended Use
3. Purpose
4. Preparation
5. Culminating Activities
6. Evaluation
7. Resource Materials
8. Scripts (included for five films only)

C. Previous editions of the Study Guides may be obtained by writing to:

Dr. Howard M. Quigley, Director
Educational Media Distribution Center
5034 Wisconsin Avenue, N.W.
Washington, D. C. 20016

II. Directory of Publishers and Distributors

Use the directory to locate full names and addresses of publishers and distributors of resource materials listed in this edition. The directory is found in Appendix B.

ART

AT YOUR FINGERTIPS: BOXES
CFD # 535

A Captioned Film
for
Primary Level
by
Arrangement With
ACI Films, Incorporated

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time:10 minutes Color

I. Synopsis

This film describes varied uses for cardboard boxes in creative activities. It suggests ways to use boxes of all sizes and shapes. This film provides starting points for pupils to express their own thoughts and feelings through art media.

II. Recommended Use

This film is recommended for the Primary grades. It is a source of information for unlimited projects using cardboard boxes. It could be used very effectively in Art and Language Arts areas.

III. Purpose

A. General Objectives

1. To construct things or replicas from cardboard boxes
2. To use various materials to produce the finished product
3. To develop creativity in the use of cardboard boxes and other art media
4. To discuss the care and handling of art materials
5. To stimulate an interest in color, art and design
6. To encourage individuality in pupil's art forms

B. Behavioral Objectives

At the end of this film and related study the children will be able to:

1. Construct varied things or replicas from cardboard boxes.
2. Use various materials to produce the finished product.
3. Take proper care of art materials.
4. Use color and design in their work.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Display items made from cardboard boxes.

2. Fill a burlap bag with boxes. Allow the pupils to guess what is inside the bag. Later let pupils select boxes to be used for their project.

D. Vocabulary

1. Idioms and Expressions

put together with pipe cleaners
helps it stick

2. Selected Vocabulary

Nouns

glue
paper
raisins
animal
tunnel
boxes
beans
cleaning powder
tempera paint
city
milk cartons
train
pipe cleaners

Verbs

save
made
paint
go
play
paste
glue

Adjectives

many
cleaning
tempera
milk
pipe

V. Culminating Activities

A. Visit a children's Art Fair.

B. Have pupils create original art forms from cardboard boxes.

C. Exhibit children's items made from boxes.

D. Photograph items made by the class.

E. Have the children describe their projects.

F. Plan a tour of the Art Department in your school.

VI. Evaluation

1. How should we care for art materials?
2. Name three things the children made in the film.
3. How did the children make an elephant?
4. What materials did the children use in making the objects?
5. How did the children fasten the boxes together?
6. Name four things you could use that you did not see in the film.
7. Why are boxes good for art projects?
8. How were paints used in the film?
9. How would you make a rabbit?
10. What did the children use to make the materials stick?
11. Why are boxes of all shapes and sizes good to use?

VII. Resource Materials

A. Films

1. Care of Art Materials, CFD #400, Montana Ed., p.7
2. Cutting and Pasting, COR
3. Rediscovery - Paper Construction, CFD #301, Rochester Ed., p.122

B. Filmstrips

1. Cutting and Pasting, MGH
2. Let's Make a Picture, #X97, EGH

C. Books

1. Bank, Jensen Thea, Play With Paper, New York: MacMillan, 1962.
2. Berry, Ana M., Art for Children: A Guide to Appreciation, Studio, 1958.
3. Borten, Helen, Do You See What I See, New York: Abelard - Schuman, 1959.
4. Stevens, Harold, Way With Art, New York: Reinhold, 1963.
5. Tritten, Gottfried, Art Techniques for Children, New York: Reinhold, 1964.

D. Other Materials

1. Exploring Paper Series, #6132, UE (8 mm loops)

NOTE TO TEACHER: Complete scripts for each film are an experimental idea.
Captioned Films would appreciate your reactions to this sample script.
Address responses to:
Dr. Howard M. Ouigley, Director
Educational Media Distribution Center
5034 Wisconsin Ave. N.W.
Washington, D.C. 20016

AT YOUR FINGERTIPS: BOXES

Look at all the boxes. Do you have many boxes at home? You can make a city.

You can put tempera paint on the boxes. Cleaning powder helps it stick. Can you make your name?

Look at the boxes. Do you think they look like an animal? Use glue, beans, paper, and raisins to make an animal.

Glue paper on the boxes. You can make many things. The boys made a train.

Paint milk cartons and paste on colored paper.

A box can be a home for an animal.

Some boxes are very big. Put the boxes together with pipe cleaners. Now the children can go through the tunnel.

What do you think the boys are making?

Save boxes. Boxes are a lot of fun to play with.

AT YOUR FINGERTIPS: CYLINDERS
CFD #537

A Captioned Film
for
Primary Level
by
Arrangement With
ACI Films Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 10 minutes Color

I. Synopsis

This film describes varied uses for cardboard cylinders in creative activities. It suggests ways to use cylinders of all sizes and shapes. The children make the objects as the narrator describes how it is done. The film provides starting points for children to express their own thoughts and feelings through art media.

II. Recommended Use

This film is recommended for primary grades. It could be used very effectively in Art and Language Arts programs. Even very young children, unable to read the captions, could make objects out of cardboard cylinders after seeing the film.

III. Purpose

A. General Objectives

1. To construct objects from cardboard cylinders
2. To develop creativity in the use of cardboard cylinders
3. To use paint, paper and other materials to decorate the cylinders
4. To discuss the care and handling of art materials
5. To encourage individuality in pupil's work

B. Behavioral Objectives

At the end of this film and related study the pupils will be able to:

1. Construct objects from cardboard boxes.
2. Use paints, paper or other materials to decorate cylinders.
3. Take proper care of art materials.
4. Use their own ideas to create art forms.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Put the cardboard cylinders and other supplies for the project where the children will see them and ask questions about them.

2. Exhibit several items made from cardboard cylinders.

3. Make a bulletin board of snap shots of items made from cardboard cylinders.

4. Have the children collect all kinds of cardboard cylinders.

5. Assemble necessary materials:

    a. Metal fasteners

    b. Paper

    c. Glue

    d. Tape

    e. Scissors

    f. Magic markers

    g. Paint

6. Fill a burlap bag with cardboard cylinders. Allow the children to guess what is inside. Later let them select boxes to be used for their project.

D. Vocabulary

1. Idioms and Expressions

    these round tubes
    come in different sizes
    you can use
    with joints
    you can join
    this is the beginning of

2. Selected Vocabulary

    Nouns

    tubes
    cylinders
    sizes
    things
    fasteners
    animal
    racing cars
    toys
    joints
    salt boxes
    oatmeal boxes
    totem pole
    pattern
    ways
    planetarium
    flashlight
    constellation
    wall
    beginning
    legs

    Verbs

    come
    can make
    can use
    can join
    use
    shine
    reflects
    are made
    can color

    Adjectives

    cardboard
    different
    many
    metal

V. Culminating Activities

A. Plan an exhibit of pupils' work.

B. Use cardboard cylinders to make:

1. Puppets	5. Totem poles
2. Robots	6. Animals
3. Kites	7. Holiday decorations
4. Racing cars	8. Toys

C. Visit an art gallery or museum.

D. Use cardboard cylinders for an activity related to a unit on a zoo, holidays or other areas.

E. Photograph the items made by the children.

F. Have the children make a list of the things they can make with cardboard cylinders.

G. Visit a children's art fair.

H. Have the children describe their projects.

VI. Evaluation

1. What new things can you make with cylinders?
2. What are the round tubes called in the film?
3. How should we care for art materials?
4. Why are cylinders good for art work?
5. How did the boy make a totem pole in the film?
6. Describe how the children made a giraffe in the film.
7. What materials were used to decorate the art forms in the film?
8. How did the children use metal fasteners in the film?
9. Name three things the children made in the film.

VII. Resource Materials

A. Films

1. Children Are Creative, BF
2. Make a Mobile, BF
3. Techniques of Paper Sculpture, BF

B. Filmstrips

1. Advancing With Constructions, SVE
2. Art Activities for Christmas, SVE
3. Art Activities for Easter, SVE
4. Cardboard and Collagraph Printing, IFC
5. Cardboard Printing, SVE
6. We Work With Paper, EBF

C. Books

1. Color Crafts, Card and Cardboard, New York: Watts, 1971.
2. Comstock, Nan, McCalls Golden Do It Book, New York: Golden Press, 1960.
3. Guide to Modern Hobbies, Arts and Crafts, New York: D. McKay Co., 1960.
4. Lewis, Griselde, Handbook of Crafts, Newton, Massachusetts: Branford, 1960.
5. Miles, Walter, Designs for Craftsmen, Garden City, New York: Doubleday, 1962.
6. Moseley, Spencer, Crafts Design, California: Belmont, 1962.
7. Scong, Maying Hsi, The Art of Chinese Paper Folding for Young and Old, New York: Harcourt, 1948.

D. Loops

1. Bowl Mold (Turtle), UEVA
2. Cardboard Tube Creatives, UEVA
3. Creating with Paper, TF
4. Creating with Paper, VIMC
5. Curling, UEVA
6. Cutouts, UEVA
7. Expanding Spiral, UEVA
8. Fastening Adhesives, UEVA
9. Fold and Dye Paper, TF
10. Fold and Dye Paper Design, VIMC
11. Painting with Tempera, VIMC
12. Paper Flowers, TF

13. Paper Relief, UEVA
14. Sculpting in Paper, VIMC
15. Surface Treatment, UEVA
16. Tearing and Cutting, UEVA

AT YOUR FINGERTIPS: PLAY CLAY
CFD #564

A Captioned Film
for
Primary Level
by
Arrangement With
ACI Films Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 10 minutes Color

I. Synopsis

The film explores the use of clay as an Art media. The narrator explains the preparation of clay and the unlimited possibilities of its use. The children make the objects as the narrator describes how it is done. This film stimulates the imagination and emphasizes the pure fun to be found in the use of clay as a means of creative expression.

II. Recommended Use

This film is recommended for the primary grades. It could be used very effectively in Language Arts and Art programs. Even very young children unable to read the captions could make clay objects after seeing the film.

III. Purpose

A. General Objectives

1. To prepare clay for modeling
2. To discuss the care and handling of clay
3. To show flexibility in the use of clay
4. To develop creativity in the use of clay
5. To encourage individuality in the creation of clay forms
6. To show various ways of decorating clay objects

B. Behavioral Objectives

At the end of this film and related study the children will will be able to:

1. Make clay for modeling.
2. Take proper care of art materials.
3. Use their imagination and ideas to create clay forms.
4. Decorate clay forms.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Exhibit several items made of clay
2. Visit an art gallery, a museum or a pottery factory.
3. Visit the Art Department in your school to observe others working with clay.
4. Make a bulletin board of pictures showing items that were made from clay.
5. Put the ingredients for making clay where the children will see it and ask questions about it.

D. Vocabulary

1. Idioms and Expressions

stick together
turn over
on both sides
through the holes
on the table
different colored clay
must dry
pour it into a bowl
over a roll of paper
strong and bright
too sticky and soft
make holes in wet clay
underside of the clay

2. Selected Vocabulary

Nouns

coloring
bowl
clay
refrigerator
table
jewelry
holes
necklace
salt
flour
cups
water
pencil
saran wrap
yarn
tempera paint
cleaning powder
shellac
colors
piece

Verbs

place
measure
pour
add
mold
wrap
put
stick
shape
make
pull
dry
remove

Adjectives

dry
soft
bright
one
two
fun
little
food
plastic

Adverbs

carefully

V. Culminating Activities

A. Plan an exhibit of pupils work.

B. Make Christmas decorations for the tree in your classroom.

C. Think of an animal you like best and make a three dimensional art form of the animal.

D. Have pupils make an animal out of paper mache and compare it with the animal of clay.

E. Make Christmas, Mother's Day or birthday presents.

F. Make jewelry.

G. Use clay for an activity related to a unit on a zoo, holidays, foods or other areas.

H. Have pupils make a list of the things they can make from clay.

VI. Evaluation

1. How do you make clay?
2. What do we use to color clay?
3. Name five things you did not see in the film that you can make with clay?
4. How do we keep clay strong and bright?
5. Write an experience story describing how you made your clay form.
6. How can you shape an animal?
7. How do you make holes in clay?
8. Name three things the children made from clay in the film.
9. Do you like clay? Why?

VII. Resource Material

A. Films

1. Care of Art Materials, CFD #400, Montana Ed., p. 7
2. Colour in Clay, BIS
3. Rediscovery - Clay, CFD #303, Rochester Ed., p.119

B. Filmstrips

1. Clay Figures, #1077, IFC
2. Clay Modeling, #4345, MH

3. Clay Pottery, #1078, IFC
4. Introducing Art Techniques - Group I, EA
5. Introducing Art Techniques - Group I, IF
6. We Work With Clay, #5342, EBF

C. Books

1. Barford, George, Clay in the Classroom, Mass.: Davis, 1963.
2. Lessin, Andrew, Here Is Your Hobby: Art, New York: Putnam, 1963.
3. Stevens, Harold, Ways With Art, New York: Reinhold, 1963.
4. Tritten, Gottfried, Art Techniques for Children, New York: Reinhold, 1964.
5. Weiss, Harvey, Clay, Wood and Wire, New York: W.R. Scott, 1956.

D. Loops (8mm)

1. Clay, Coil Method, #5539, VIMC
2. Clay Modeling with Moss, EM
3. Clay, Pinch Methods, #5539, VIMC
4. Clay, Slab Method, #5541, VIMC

VERGETTE MAKING A POT
CFD #574
A Captioned Film
for
Primary, Intermediate and Advanced Levels
by
Arrangement With
ACI Films

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 9 minutes Color

I. Synopsis

A demonstration on how to make a clay pot from crude clay to the finished product is presented in this film. The processes of molding, firing and wedging are illustrated.

II. Recommended Use

Students in all levels - primary, intermediate and advanced, studying Art, specifically in ceramics, are recommended to view this film. It can be used to stimulate creativity in using clay. It can be used as an instructional aid to introduce students to making clay pots.

III. Purpose

A. General Objectives

1. To gain knowledge of the procedures for making an object using clay from its crude state to the finished work
2. To develop an appreciation of clay as an art medium
3. To show the utilitarian value of clay

B. Behavorial Objectives

At the end of this film and related study, the student will be able to:

1. Relate the step-by-step process in making a clay pot.
2. List all materials needed to make a clay pot.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Have the students research the many uses of clay - both past and present.

2. Plan an exhibit of clay art pieces.

3. Have the pupils create an art object of their own from clay.

4. Assemble books, pictures, slides, etc., in the room for pupils to explore and enjoy.

5. Have an artist or potter come to class to talk about his profession, and the uses of clay in art.

D. Vocabulary

1. Idioms and Expressions

cutting and throwing
mixed well
all air bubbles
clay sticks
stand better

2. Selected Vocabulary

Nouns	Verbs	Adjectives	Adverbs
potter	wedging	center	exactly
clay	removed	glazed	
pot	centering		
leather	raised		
kiln	shape		
decoration	trims		

V. Culminating Activities

A. If possible, arrange a visit to a potter and have the class observe him at work with clay.

B. Have the students look through magazines to find pictures of things that are made out of ceramics. Let the pupils arrange the pictures for a bulletin board display. Also, securing some beautiful ceramics for display is encouraged.

C. Have the pupils make an object from clay.

VI. Evaluation

1. List the steps in making a clay pot.

2. What materials are needed to successfully make a clay pot?

3. Why must the artist's hands stay wet while he is molding clay?

VII. Resource Materials

A. Films

1. Colour in Clay, BIS

2. Craftsmanship in Clay: Decoration, Ind. U.
3. Craftsmanship in Clay: Glaze Application, Ind.U.
4. Craftsmanship in Clay: Simple Mold, Ind. U.
5. Craftsmanship in Clay: Simple Slab Methods, Ind. U.
6. Craftsmanship in Clay: Stacking and Firing, Ind. U.
7. Craftsmanship in Clay: Throwing, Ind. U.
8. Making of Fine China, Lenox
9. Pottery Making, EBF
10. Rediscovery - Clay, CFD #303, Rochester Ed., p. 119.

B. Filmstrips

1. Ceramic Art Through the Ages, EBE
2. Clay Figures, IFC
3. Clay Pottery, IFC
4. Leaf and Clay Printing, IFC
5. We Work With Clay, EBE

C. Books

1. Lessin, Andrew, Here Is Your Hobby: Art, Putnam, 1963.
2. Weiss, Harvey, Ceramics from Clay to Kiln, Young Scott Books, 1964.
3. Weiss, Harvey, Clay, Wood and Wire, Young Scott, 1956.

D. Loops

1. A Coil Pot, UEVA
2. Bowl Shaped Variations, UEVA
3. Clay Beads, UEVA
4. Exploring Clay, Part I, UEVA
5. Exploring Clay, Part II, UEVA
6. Making A Foot, UEVA
7. Making A Slab, UEVA
8. Pattern and Texture, UEVA

9. Pressing Into A Mold, UEVA
10. Shaping By Hand, UEVA
11. Shaping Over A Mold, UEVA
12. Wedging, UEVA

ECOLOGY

AIR POLLUTION
CFD #530

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
Sterling Educational Films

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 9 1/2 minutes Color

I. Synopsis

This timely film confronts the students with serious problems on air pollution. It presents the origins and effects of air pollution and methods of control.

II. Recommended Use

This film is recommended for Science and Social Studies as well as Health and Safety programs.

III. Purpose

A. General Objectives

1. To emphasize urgent needs for controlling air pollution
2. To help the students know more about air problems in their environments and communities
3. To point out that air pollution is difficult to control

B. Behavioral Objectives

At the end of the film and related study the children will be able to:

1. Discuss the importance of air to all living things.
2. Demonstrate an appreciation for clean air.
3. Explain steps that are being undertaken to combat air pollution.
4. Explain why life is dependent on clean air.
5. Give at least four reasons why city air is more polluted than country air.
6. Participate in air pollution control.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Collect articles and illustrations about air pollution.
2. Encourage pupils' questions about air pollution.
3. Ask the pupils to find out if the air around the school is polluted. If it is, try to find out what caused the pollution.
4. Discuss the pupils' experiences with air pollution.

D. Vocabulary

1. Idioms and Expressions

bothers people
burn gasoline
burn in furnaces
garbage burns in the incinerators
blows into the air
hurts our health
gets dirty
gets worse
close our factories
pile up garbage
trap dirt particles
pass laws
your problem
Are your local laws strong?

2. Selected Vocabulary

Nouns

pollution
soot
incinerator
smoke
smokestack
problem
air
fumes
dump
health
particle
dust
garbage
furnace
equipment
energy

Adjectives

dirty
air
nuclear
fresh
exhaust
polluted
federal
grimy
dirt
local

Verbs

breathe
trap
bother
control

V. Culminating Activities

A. Have each student collect newspaper and magazine clippings and pictures to make a scrap book.

B. For an outline, ask each pupil to fill in subtopics under these main topics: Sources of Air Pollution; Effects of Air Pollution; Methods of Controlling Air Pollution.

C. Let the children sketch or draw for their scrapbooks such things as cars, factories, smoke stacks, burning trash, exhaust fumes, etc.

D. Discuss the possible preventions of air pollution.

E. Take pictures of pollution in your environment.

F. Tell the children that Congress passed the Air Pollution Act in 1955 to give the U.S. Public Health Service responsibilities in research and to give assistance to the states.

G. Inform the children that the National Air Sampling Network was set up in January 1957 by the Public Health Service. This network is made up of 117 or probably more sampling sites, with a non-urban and urban site in every state. Samples are taken and analyzed. Such facts are useful in arranging programs of air pollution controls.

H. Inquire about air-sampling stations in cities.

I. Get information from a local health board about U.S. federal pollution prevention standards for 1975.

J. Visit a nearby factory where a new process might have been installed to reduce air pollution.

VI. Evaluation

1. List several things that pollute the air.

2. Define air pollution.

3. Whose job is it to try to help prevent air pollution?

4. Try to think of how air pollution can be controlled.

5. How can we help stop polluted air?

6. Why should people work together in order to reduce air pollution?

7. Write a letter to one of the officials of your city government. Find out if this city has an ordinance regulating the burning of waste. Ask for the provisions of this ordinance.

8. Why is air pollution harmful?

9. What causes smog?

VII. Resource Materials

A. Films

1. Air All Around Us, MGH
2. Air and What It Does, EBF
3. Air Around Us, The, EBF
4. How Air Helps Us, CFD #137, Berkeley Ed., p.86
5. Introducing Air, CFD #146, Baxter Ed., p.210
6. Nothing But Air, EBF
7. Write to your own state health department for a list of available films on Air Pollution.

B. Filmstrips

1. Air and Life, EG
2. Air Around Us, SVE
3. Air Pollution, CCM:SS
4. Air Pollution Menace, The, SVE

C. Books

1. Fisher, James, The Wonderful World of Air, New York: Garden City, 1958.
2. Friskey, Margaret, The True Book of Air Around Us, Chicago: Children's, 1953.
3. Havighurst, Clark C.(ed.), Air Pollution Control, New York: Oceana, 1969.
4. Mills, Clarence A., Air Pollution and Community Health, North Quincy, Mass.: Christopher Publishing House, 1954.
5. Rossano, A.T., Jr., Air Pollution Control: Guide Book for Management, Stanford, Conn.: Environment Science Service, 1969.
6. Scorer, R.S., Air Pollution, Elmsford, N.Y.: Pergamon, 1968.
7. Shapp, Martha and Charles, Let's Find Out About Air, New York: Watts, 1963.
8. Sittig, M., Air Pollution Control, Park Ridge, N.Y.: Noyes, 1969.
9. Smith, A.B., Air Pollution Monograph Twenty-Two, Elmsford, N.Y.: Pergamon, n.d.
10. Sproull, Wayne, T., Air Pollution and Its Control, Jericho, N.Y.: Exposition, 1970.

D. Transparencies

1. Air Pollution, CCM: SS

E. Pamphlets and Periodicals

1. Engel, Leonard: The Growing Blackout of Smog, N.Y. Times Magazine, Jan.18, 1959, p.23.
2. Highlights of the National Conference on Air Pollution, 1958, U.S. Public Health Service Publication 648, 1959.
3. Hollis, Mark D., Fresh Air Getting Scarce in the United States, U.S. News and World Report, Oct. 17, 1958, p. 70.
4. Holly, Hazel, What Is in the Air? Public Affairs Pamphlet, New York, 1958.
5. Pamphlets of the U.S. Public Health Service: The Health Effects of Air Pollution, U.S. Public Health Service Publication 640, 1958; Economic Effects of Air Pollusion, U.S. Public Health Service Publication, 1958.

MAN'S EFFECT ON THE ENVIRONMENT
CFD #559

A Captioned Film
for
Upper Intermediate and Advanced Levels
by
Arrangement With
BFA Educational Media

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 14 minutes

Color

I. Synopsis

A rapidly increasing human population and an increasing technological capacity have contributed to an ecological situation that may have serious consequences. Everywhere around us, we see disastrous effects of our activities. Lake Erie is dying. Lake Michigan is almost as bad. Many of our streams and lakes are poisoned. Our forest lands are being depleted. Every year we cover more of our valuable land with asphalt and concrete. Air pollution is a serious problem in most large cities of the world. Man can, and must learn to live in harmony with other living things and with his physical environment.

II. Recommended Use

This comprehensive film is recommended for Science, Social Studies, and Nature Studies.

III. Purpose

A. General Objectives

1. To point out that people have destroyed features of the environment at an increasing rate
2. To call the students' attention to some of the effects of exploitation of natural resources
3. To tell the students that people have upset nature's balance by clearing the land of trees, plowing the soil, burning forests, and polluting water

B. Behavioral Objectives

At the end of this film and related study the children will be able to:

1. Explain why it is important and necessary to conserve natural resources.
2. List uses and misuses of natural resources.
3. Tell how people destroy a land of beauty.

IV. Preparation

- A. Preview
- B. Select own objectives
- C. Motivation
  1. Display pictures and posters of natural resources including clean air and water; polluted air and water.
  2. Show the children pictures of extinct birds and animals.
  3. Initiate a discussion of exploitation of natural resources.
  4. Take a walk in your community and make observations.
  5. Is there a wild life sanctuary or a forest preserve near your school? If so, make a visit.
- D. Vocabulary
  1. Idioms and Expressions

limited land, air and fresh water
simple tools
...rule nature and use it
Earth's population almost doubled
American top soil is being destroyed.
...ruin other animals' environments
...our natural resources could be used up
...streams...got poisoned
poor duck
...costs us health, life, and money
anti-smog

  2. Selected Vocabulary

Nouns

nature
population
resources
power
streams
shore
pollution
sportsmen
smoke
fumes
carbon dioxide
smog
oxygen
topsoil
newsprint
environment
disaster
balance
industry

Adjectives

limited
simple
harmful
thermal

Verbs

wasted
polluted
doubled
pave
ruin

Adverbs

yearly
suddenly
carefully

V. Culminating Activities

A. Have a discussion of exploitation of natural resources.

B. Make a list of ways people upset the balance of nature. Which of these things are necessary? Tell why. Which of these things can be prevented. Give a reason.

C. Investigate your community's water supply. The local water department can help you.

D. Arrange with a forest ranger or the local park board to participate in the planting of trees, shrubs, and flowers.

E. Write to the National Park Service, Department of Interior, Washington, D. C. for pamphlets about the protection of wild life.

F. Help pupils make a display of articles and pictures in connection with environment for the bulletin board as well as for their scrap books.

G. Refer to encyclopedias about wild life.

VI. Evaluation

1. Define environment; natural resources; topsoil.
2. How can we protect wildlife from becoming extinct?
3. What must we do if we wish to keep natural resources from running out?
4. Why should people work together in order to save our environment?
5. Have you seen examples of poor conservation practices in your community? If so, make a list of measures that could be taken to correct these practices. Discuss these measures with your classmates.

VII. Resource Materials

A. Films

1. Conservation of Natural Resources, EBF
2. Conserving Our Soil Today, COR
3. Conserving Our Water Resources Today, COR
4. Conserving Our Forests Today, COR

5. How We Save Water, BF
6. Meaning of Conservation, The, COR
7. Our Part in Conservation, MGH
8. Understanding Our Earth: Soil, COR
9. Your Friend the Forest, EBF
10. Your Friend the Water, EBF
11. Yours Is the Land, EBF

B. Filmstrips

1. Air Pollution Menace, The, SVE
2. Animals, Plants and their Environment, ERS
3. Enough Water for Everyone, EBF
4. Giving our Wildlife a Chance, EBF
5. Learning About Conservation, COR
6. Overpopulation, SVE
7. Pollution, COR
8. Power Drain, The, SVE
9. Saving Our Soil, EBF
10. Soil Conservation Set (4 filmstrips), SVE
11. Solid Waste - A New Pollutant, SVE
12. Using Our Forests Wisely, EBF
13. Using Our Minerals Wisely, EBF
14. What Is Conservation?, EBF
15. Wildlife Conservation Set (4 filmstrips), SVE

C. Books

1. Bauer, Helen, Water: Riches or Ruin, New York: Doubleday, 1959.
2. Buehr, Walter, Oil, Today's Black Magic, William Morrow and Co., 1957.
3. Colby, Carrol B., Soil Savers: The Work of the Soil Conservation, Service of the United States Department of Agriculture, New York: Coward - McCann, 1957.
4. Fenton, Carroll Lane, Riches From the Earth, New York: The John Day Co., 1953.

5. Graham, Edward H., and William R. VanDersal, Wildlife for America, New York: Henry Z. Walck, 1949.
6. Hefferman, Helen, and George Shaftel, Man Improves His World, New York: L.W. Singer, (The Random House Bldg). 1963.
7. Parker, Bertha Morris, Saving Our Wildlife, New York: Harper and Row, 1959.
8. Parker,Bertha Morris, Soil, New York: Harper and Row, 1959.
9. Parker, Bertha Morris, Water, New York: Harper and Row, 1955.
10. Parker, Bertha Morris, Water Supply and Sewage Disposal, New York: Harper and Row, 1958.
11. Parker, Bertha Morris, and Ralph Buchsbaum, Balance in Nature, New York: Harper and Row, 1958.
12. Selsam, Millicent, See Through the Lake, New York: Harper and Row,1958.
13. Smith, Frances C., The First Book of Conservation, New York: Franklin Watts, 1954.
14. Vergara, William C., Science in Everyday Things, New York: Harper and Row, 1958.

C. Transparencies

1. Conservation, #ESC-1710, SVE

D. Film Loops

1. Bisons, ERS
2. How a Forest Changes the Land, ERS
3. Tagging Animals for Study - Conservation, ERS
4. Trumpeter Swan, ERS
5. Water and Its Many Faces, ERS

E. Paperbacks

1. DeBell, Garrett, Environmental Handbook, New York: Ballantine, 1970.
2. Erlich, P.R., Population Bomb, New York: Ballantine.

F. Study Prints

1. Environment Changes, AVSF
2. Living Things Use the Environment, COR
3. Man Misuses the Environment, COR
4. Our Natural Environment, ERS

RECYCLING OF WASTE MATERIALS
CFD #565

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
Journal Films, Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 12 minutes Color

I. Synopsis

This film shows the processes of recycling waste materials such as paper, glass and metal. The importance of recycling wastes to conserve our natural resources and stopping factory pollution is emphasized.

II. Recommended Use

This movie is recommended for intermediate and advanced students in Science or Social Studies where work on ecology or environmental studies is being done. It may be used in the Language Arts program as a stimulant to discussions on the environment and the problem of pollution.

III. Purpose

A. General Objectives

1. To know that some of our waste materials can be recycled for use again
2. To know that every product we use comes from our environment and it goes back into the environment
3. To know what materials are degradable
4. To get an idea of the huge amount of natural resources consumed and wasted each year
5. To get an idea of the procedures used in recycling glass, paper and metals
6. To learn the difference between biologically degradable and mechanically degradable materials

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Tell how the recycling of waste materials helps to reduce the amount of pollution in our environment.

2. Describe generally how glass is recycled.

3. Describe generally how paper is recycled.

4. Describe generally how metals are recycled.

5. Define degradable.

6. Tell the difference between biologically degradable and mechanically degradable materials.

7. Describe how industry adds to the pollution problem.

8. Relate the cost factor of recycling to the consumer.

9. Describe the work being done in communities to gather degradable materials for recycling.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Discuss with the class the different methods of disposing of wastes and their advantages and disadvantages.

2. Arrange a bulletin board on recycling.

3. Ask the class to guess how much trash we dump every year. Compare their responses with the film narration.

4. Discuss the concept, "Matter is destructible", to introduce the need to recycle.

D. Vocabulary

1. Idioms and Expressions

high intensity furnaces
degradable materials
20% of ________
recycling process
waste materials
ecological sense
sulphur oxides
underground water supply
natural form
scrap aluminum
raw materials
iron ore
electric-power factory
form of matter

2. Selected Vocabulary

Nouns

products
environment
trash
pollution
problems
bacteria
factories
citizens
neighborhoods
cullet
furnaces
newsprint
scrap
bars
fuels
acid
bills
cost
chimney
matter

Verbs

dump
bury
pollute
composed of
decompose
crushed
become
recycle
collect
mixes
control
examine
melted
formed
replaced
junk
pours
share
design
destroy

Adjectives

serious
irreplacable
higher
huge
indestructible
helpful

Adverbs

easily
biologically
mechanically
wisely
yearly

V. Culminating Activities

A. Find out if any industries in your area are using recycling methods. Visit them.

B. Make a chart of biologically and mechanically degradable waste materials.

C. Find out if there is a paper and glass collection drive in the community. Take part in it.

D. Investigate the method(s) used by your town or city of separating and disposing of trash and waste.

VI. Evaluation

1. Where do we get every product that we make or use?

2. What are materials called which are easily absorbed by the environment?

3. Define biologically degradable.

4. Define mechanically degradable.

5. What is recycling?

6. Describe how glass is recycled.

7. Describe how paper is recycled.

8. Describe how metal is recycled.

9. What are two advantages for recycling our waste products?

10. What does recycling do to the amount we pay for goods and services?

11. What procedures would you outline for ending the pollution of out environment?

VII. Resource Materials

A. Films

1. *Conservation of Natural Resources*, EBF
2. *Conserving Our Forests Today*, COR
3. *The Meaning of Conservation*, COR
4. *Riches of the Earth*, Sterling Ed. Films

B. Filmstrips

1. *Adding to Our Resources*, Eye Gate
2. *Air Pollution,* WSP
3. *Balancing the Supply and Demand*, EBE
4. *Beer Can By the Highway, The*, WSP
5. *Conservation of Minerals*, *The*, Eye Gate
6. *Conservation of Our Forests*, *The*, Eye Gate
7. *Demand, The,* EBE
8. *Environmental Value Conflict: A Case Study*, Warren Schloat Prod.
9. *Ill Fares the Land*, Eye Gate
10. *Need for Conservation*, *The*, Eye Gate
11. *Supply, The*, EBE
12. *Using Our Minerals Wisely*, EBE
13. *Utilizing Our Resources*, Eye Gate
14. *Waste of Our Resources*, *The*, Eye Gate
15. *Water and Its Conservation*, Eye Gate
16. *Water Pollution*, WSP
17. *What is Conservation*?, EBE
18. *When the Grass was Green and the Water Blue*, Eye Gate

C. Books

1. Bauer, Helen, *Water: Riches or Ruin*, Doubleday and Co., 1959.
2. Fenton, Carroll L., *Riches From the Earth*, The John Day Company, 1953.
3. Hefferman, Helen and George Shaftel, *Man Improves His World*, Singer, 1963.
4. *Water Supply and Sewage Disposal*, Harper and Row, 1958.

D. Transparencies

1. Beautification of Iron Ore, 333. AF-06, CV
2. Effect of Air Pollution on Our Lives, 333. AH,01, CV
3. Effect of Organic Pollution on Stream Life, The, 333. AB-05,CV
4. Home Sewage Disposal System, A, 333. AB-04, CV
5. Industrial Air Pollution Control Device, 333. AH-05, CV
6. Municipal Sewage Treatment Plant, A, 333. AB-03, CV
7. Potential Enemies of the Forest, 333. AC-01, CV
8. Sources of Air Pollution, 333. AH-02, CV
9. Water Treatment Plant, A, 333. AB-01, CV
10. Ways to Sustain Supply of Mineral Resources, 333. AF-04, CV

THE END OF ONE
CFD #542

A Film*
for
Primary, Intermediate and Advanced Levels
by
Arrangement With
Learning Corporation of America

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 6 minutes — Color, no narration

I. Synopsis

This film shows an allegory on greed, a parody of life, or a death knell for our environment. It shows how sea gulls swoop down to extract edible tidbits from a huge city dump. As the film develops, at a distance a lone sick bird limps, struggles, and finally dies while his fellows continue their raucous competition.

II. Recommended Use

The film is recommended for students of all levels studying a unit on ecology. It can also be utilized in the following areas: Social Studies, Science and Language Arts.

III. Purpose

A. General Objectives

1. To introduce a study of ecology
2. To emphasize the interrelatedness of all living things
3. To stimulate a discussion of the nature of man and the individual's relationship to society.
4. To promote visual literacy and creative expression.

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Tell what the film is all about.
2. List some possible reasons for the death of the sea gull in the film.
3. Define ecology.
4. Relate how pollution or extinction can affect the balance of nature.
5. Cite some examples of how our industries pollute our environment.

*Note: This film is not captioned.

6. List some better ways of disposing of our urban wastes.

IV. Preparation

A. Preview the film

B. Select own objectives

C. Motivation

1. Show the pupils pictures of how our environment is being destroyed by pollution to stimulate discussion.

2. Do a bulletin board or display on ecology.

3. Have pupils do a written report on some phase of pollution to be read to the class.

D. Vocabulary

1. The teacher should select vocabulary that would be appropriate for her level and purposes.

V. Culminating Activities

A. Have the class find out how their community disposes of its wastes.

B. Discuss with the students what action people can take to solve problems of environmental pollution.

C. Have the pupils work in groups to outline a program of cooperation between countries to curb pollution.

VI. Evaluation

1. What is the central theme of the film?

2. What things do you think could have caused the sea gull to die?

3. What is ecology?

4. What is pollution?

5. How does pollution affect the balance of nature?

6. How do some industries contribute to the problem of pollution?

7. How would you stop pollution?

8. What penalties would you set for a person that willfully pollutes our air, water, and land?

VII. Resource Materials

A. Films

1. Down, Decibel, Down *
2. Drowning Bay, The *
3. From the Face of the Earth *
4. Garbage *
5. Men at Bay *
6. Swimming Hole *

* All titles available from King Screen Productions,
Seattle, Washington 98109

B. Filmstrips

1. Air Pollution, WSP
2. Balance of Nature, The, UEVA
3. Beer Can by the Highway, The, WSP
4. Cities and People, WSP
5. Conservation, UEVA
6. Cycle of Nature, The, UEVA
7. Ecology At Work: The Case of the Bighorn Sheep, WSP
8. Ecology of a Desert, IFC
9. Ecology of a Forest, IFC
10. Ecology of a Pond, IFC
11. Ecology of a Seashore, IFC
12. Environmental Value Conflict, WSP
13. Man Changes His World, WSP
14. Soil: Its Meaning for Man, WSP
15. Water Pollution, WSP
16. What is Ecology, WSP

C. Loops

1. Backyard Ecology, Ealing
2. Ecological System, An, UEVA
3. Ecology of the United States, Ealing
(set of 9 color Film Loops in Super 8mm cartridges.)

4. Urban Ecology, Ealing
   (set of 10 color Film Loops in Super 8mm cartridges.)

D. Books

1. Disney, Walt, World of Nature, Western, 1965.
2. Fenton, Carroll L., Animals and Plants, Day, 1962.
3. Fenton, Carroll L., Birds We Live With, Day.
4. Ferguson, Grace, Wonders of Nature, Grosset, 1966.
5. Lemmon, Community of Living Things, Creative, 1960.
6. Pringle, Lawrence, The Only Earth We Have, Macmillan, 1969.

THE LITTERBUG
CFD #552

A Captioned Film
for
Primary, Intermediate and Advanced Levels
by
Arrangement With
Walt Disney Educational Materials Company

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 10 minutes Color

I. Synopsis

This Walt Disney cartoon graphically portrays the seriousness of littering. It follows Donald Duck as he litters his neighbor's yard, the street, the beach and the campground. The film begins and ends with a song. The captions are in rhyme. All age groups would enjoy and get the message from the film.

II. Recommended Use

The film could be used at primary, intermediate and advanced levels. Primary classes should disregard the captions except for the refrain: Litterbug, litterbug
Shame on you.

Intermediate and advanced classes might profit from work on the idioms, expressions and poetry presented. The film could be used in Science, Health and Language Arts programs.

III. Purpose

A. General Objectives

1. To show the seriousness of littering
2. To illustrate how health and happiness are related to cleanliness
3. To recognize rhymes
4. To show the need to preserve natural resources
5. To discuss the serious consequences of air and water pollution

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Tell why littering is a serious problem.
2. Tell how they can alleviate the problem of littering.

3. List and write their own rhymes.
4. List some natural resources.
5. List reasons for preserving natural resources.
6. Tell how natural resources can be preserved.
7. Give examples of good health habits.
8. Give examples of air and water pollution.
9. Tell why cleanliness is important to health and happiness.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Use the film as motivation for:
    a. National Health Week
    b. A unit on pollution
    c. A unit on natural resources
2. Make a bulletin board of snap shots showing your community before and after "Clean-up Week."
3. Gather additional visual aids:
    a. Posters from the U.S. Department of Health, Education and Welfare; the Department of Public Health, and similar offices
    b. Science and social studies texts, library books and magazines with sections pertaining to littering, pollution or natural resources

D. Vocabulary

1. Idioms and expressions

We fight a war against pests.
Modern science never rests.
largely controlled
continues in lust
then it dies with chemical dust.
we can't stand
How he lifts so much, we don't know.
About litterbugs' habits, science knows
they build nests in straight little rows.
Why one throws on his friend ....
... is a story without end.
The most common litterbug is the carrier.
He uses the drop...
...or the pop and drop.
He hasn't brain for a barrier.

the trail is not lost.
The sports bug, showy and gay, is ready...
...for littering entertainment:
dropkicking, a well placed bunt,
drives that are clicking,
a javelin stunt.
The sneaky sneakbug has plans of perfection.
They're so smooth they defy out detection.
It's impossible to follow the hands so fast.
So, we'll slow it down at last.
starts to fling
Without any teaching, his results...
... are almost as bad as those of adults
Oh, how awful to be caught in their path.
Men have found traces of previous tramps.
his vacation nest
his appetite grows
the containers, he throws
cluttering every place
My, but it's disgraceful
Where's your pride?
Spoiling and soiling each lovely view.
Wonder what kind of house you keep.
On every tour the world is your garbage heap.

2. Selected Vocabulary

For selected vocabulary refer to the idioms and expressions section.

V. Culminating Activities

A. Collect litter around your school.

B. Do research reports on men who have contributed to the preservation of natural resources.

C. Collect magazine advertisements on anti-pollution. What do the ads point out? How are they helpful in making the public conscious of the seriousness of pollution?

D. Visit the local Department of Public Health.

E. Write to a local factory. Ask what the company is doing to help control air or water pollution.

F. Do research on recent laws controlling pollution.

G. Discuss ways you could help control littering at home, on the street, at sport events, at the beach or in the mountains.

VI. Evaluation

1. Who is responsible for littering your community?

2. How can you help solve the problem of littering?

3. List five natural resources.

4. List examples of air and water pollution.
5. How is cleanliness important to your health and happiness?

VII. Resource Materials

A. Films

1. Beginning Responsibility, COR (for primary grades)
2. Water Pollution, CFD #515, American Ed.,p.169
3. Ways to Good Habits, COR

B. Filmstrips

1. Avoiding Litter, SVE
2. Conservation is Everybody's Business, LA
3. Conservation for Todays America, SVE
4. Ecological Crisis, The, SVE
5. Environmental Pollution: Our World in Crisis, REP, (set of six)
6. Saving What's Left, EG
7. Sing a Song of Cleanliness, LA, (for primary grades)
8. Solid Waste - A New Pollutant, #202-3, SVE
9. Water Pollution - A Complex Problem, #202-3, SVE
10. Young Scientists Investigate Pollution, SVE

C. Books

1. Adler, Irving, Air, New York: Day, 1962.
2. Bartlett, Margaret F., Clean Brook, The, New York: Crowell, 1960.
3. Carlson, Bernice, "Litter Bug Convention," The Right Play For You, Nashville: Abingdon, 1960.
4. George, Jean, Hole in the Tree, The, New York: Dutton, 1957.
5. Grossman, Shelly, Struggle for Life in the Animal World, The, New York: Grosset, 1967.
6. Henry, Bernard, Air, New York: Roy, 1969.
7. Pollution Control Laws: How Your Company Is Affected, Pollution Series, vol.2, Boston: Cahners, 1969.

8. Pringle, Lawrence, Only Earth We Have, The, New York: MacMillan, 1969.

9. Rickles, Robert, Pollution Control, Madison: Noyes, 1965.

10. Zion, Gene, Dear Garbage Man, New York: Harper, 1957.

11. Shuttlesworth, Dorothy E., Clean Air Sparkling Water, New York: Doubleday, 1968.

D. Transparencies

1. Conservation, SVE

2. Environment and Pollution Education, LA

3. Problems of Pollution, LA, (teacher transparency workbook)

4. Solid Waste - Litter, LA

E. 8mm Loops

1. Ecology and Environmental Studies, SVE

2. Personal Cleanliness, SVE

F. Slides

1. Conservation and Pollution, SVE

2. Ecology: The People are Scratching, LA

WATER PURIFICATION
CFD #577

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
AIMS Instructional Media Services, Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 8 1/2 minutes

Color

I. Synopsis

This film is an introduction to the study of water, our most vital resource. It explains the processes of water purification for our daily use.

II. Recommended Use

This film can be used to convey concepts in three subject areas: Conservation dealing with keeping water clean; Science in connection with purification; Social Studies in regard to community life and basic needs.

III. Purpose

A. General Objectives

1. To be aware of the fact that water is our most vital resource
2. To find how water may be conserved
3. To show that water pollution destroys the value of the water for people and fish

B. Behavorial Objectives

At the end of this film and related study the children will be able to:

1. Tell that most of our water comes from lakes and rivers.
2. Describe how people are often responsible for making water impure by dumping wastes into it.
3. List local factories that empty chemicals into lakes and rivers.
4. Tell that safe and clean water comes directly from a water purification plant.
5. Explain the processes of purifying dirty water.
6. List the uses of chlorine.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Have a bulletin board display of:

   polluted water
   clean water
   industrial plants
   gravel
   laboratories
   dead fish
   water plants
   chlorine
   sand

2. Conduct an experiment. Place some egg white in water. Add a few drops of washing bleach that contains chlorine. Tell the students that germs are made of material similar to egg white and chlorine kills germs in water. Observe what happens. (Caution the students to be careful not to get any washing bleach in their eyes, on their skin, or on their clothing.)

3. Conduct another experiment to see the differences between your outdoor sample of water and your tap water sample. Get a piece of cheesecloth or white mesh cloth through which water can be drained. Test the results with a magnifying glass.

D. Vocabulary

1. Idioms and Expressions

   in many ways
   pour waste
   layer of sand
   samples of water
   dumping waste
   takes water from
   must be safe

2. Selected Vocabulary

   Nouns

   waste
   factories
   plant
   pools
   tanks
   bottom
   dirt
   valve
   filter
   layer
   gravel
   chlorine
   germs
   bacteria
   samples
   laboratory
   incubator
   amount

   Verbs

   dump
   sink
   add
   pour
   flow
   test
   pump
   trap
   remove

Adjectives

dirty	clean
safe	water purification
purification	sedimentation
model	

Adverbs

often
very
carefully

V. Culminating Activities

A. Have the children bring in clippings and pictures from newspapers and magazines connected with water pollution.

B. Take the children on a field trip to a water plant. Have them note the procedures that are used there.

C. Consult with the local board of health and the sanitary officer in your community. Have these people review with the children water problems.

D. Get copies of Federal and State laws in connection with polluted water.

VI. Evaluation

1. Where does water come from?
2. What would happen if we could no longer receive fresh water?
3. Where does your clean water come from?
4. Discuss several ways in which water can be polluted.
5. Why can't fish live in polluted water?
6. What does the sample jar experiment in the film show you?
7. When Muddy water is filtered, what happens to the mud?
8. Why is chlorine necessary?
9. Where are samples of water tested?

VII. Resource Materials

A. Films

1. How We Save Water, BF
2. I Like Water, AIMS

3. Importance of Water, BF
4. Water Pollution, CFD #515, American Ed., p.169
5. Your Friend the Water, EBF

B. Filmstrips

1. Conserving Our Natural Resources, EBF
2. Enough Water for Everyone, EBF
3. Nothing Can Live Without Water, LA, Wichita, Kansas
4. Our Water and Air, COR
5. Water and How We Use It, COR
6. Water Conservation, #0519-CS1, AVSF (Audio Visuals of South Florida)
7. Water Conservation Today, SVE
8. Water for Life, PS
9. Water Pollution, CCM: SS
10. Water Pollution, EUC (Educational Unlimited Corp., Detroit)

C. Books

1. Eckenfelder, W. and Ford, D., Water Pollution Control, Jenkins, n.d.
2. Fair, G.M., et al Wiley, Water Purification and Wastewater Treatment and Disposal, 1968.
3. Parker, Bertha Morris, Water and Water Supply and Sewage Disposal, New York: Harper and Row, n.d.
4. Riedman, Sarah R., Water for People, New York: Abelard, 1961.
5. Stephens, J.H., Water and Waste, New York: St. Martin, 1968.
6. Water Supply, New York: Harper and Row, 1958.

D. Transparencies

1. Water Resources, #333 ABSS, LA

E. Slides

1. Water Pollution Control, TGFC

F. Study Prints

1. Ecology, UEC-5-CS1, (complete set of five murals including water pollution) AVSF

GUIDANCE

A WEEKEND VISIT
CFD #507

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
Odeon Films, Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 14 minutes Color, SYNCAP

I. Synopsis

This instructive film deals with a proper way to plan a weekend visit. (Note: The teacher is to STOP the projector as soon as the caption, "A Great Week End? It Could Be Different" is exposed. Discuss. The last part of the film is resumed with the caption, "How was your weekend?" Discuss.)

II. Recommended Use

This film is intended to be an instructional aid in the development of the students' social manners and language. The film is recommended for the Language Arts, Social Studies, and Guidance programs.

III. Purpose

A. General Objectives

1. To stress the importance of planning ahead in any circumstances
2. To reinforce pertinent manners previously taught and practiced

B. Behavioral Objectives

At the end of this film and related study the children will be able to:

1. Write specific invitations for visits in a proper way.
2. Tell at least five acceptable rules of behavior.
3. Write bread-and-butter letters upon request.
4. Describe how to avoid unfortunate and unnecessary embarrassment.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Ask the students to define "weekend."

2. If possible, select two students who are planning a weekend trip. Have them explain permission procedures from parents and school authorities.

3. Get various permission forms from the principal's office for the students to see.

4. Gather old magazines. Have pupils find suitable pictures to "pack" in a suitcase for a weekend visit. Be sure proper procedures are followed in regard to having an invitation and permission to go.

5. Prepare bulletin boards and posters on the central theme.

6. Permit the pupils to make a wall mural that will graphically show the procedures to be followed toward a successful weekend visit.

D. Vocabulary

1. Idioms and Expressions

ten times better than this
Hey!
Surprise! Hurry and pack your clothes.
such a good time
Oh, boy! I sure wasn't expecting ...
Now we're in trouble.
Mother is really going to be angry.
changed clothes
What are you doing here? (actually means "Why are you here?"
or "It is none of your business to be here uninvited.")
You should have called us first.
have to let us know
have made plans to go away
probably worried
worried sick
I'd better ...
think a little next time
phoned twice
come on
I'll drive you home.
are going to be late
is going to be furious
I'd love to have you
catch on quick
come over
can arrange
have got to go
can get _____ to phone
How was your weekend?
Say, my parents
planning ahead
avoid some of the problems

2. Selected Vocabulary

Nouns

parents	clothes	trouble
plans	station	school
weekend	problems	time

Verbs

change
avoid
plan
pack
wonder
arrange
phone

Adjectives

glad
furious
happy
angry
late
worried
good
week-end

Adverbs

really
away
now
probably
tomorrow
always
here
on
twice
yet
home
over
ahead

V. Culminating Activities

A. Dramatize the story based on the film

B. Have either oral or written conversation about weekend visits.

C. Contact the parents and perhaps they can plan a weekend visit. Permit the child to have a hand in the planning of events.

D. Advise the instructor(s) of English of your work and see if she will do a short unit on writing bread-and-butter letters. This shows the pupils that disciplines are interdependent on each other.

VI. Evaluation

1. What have you learned from the film?
2. How do you like this film? What reason?
3. What is meant by David's remark to Michael, "Now we're in trouble?"
4. Why was Michael's mother worried? How do you know?
5. Is David's mother right or wrong in driving Michael home? Give your reasons.
6. Which one is to blame, Michael and/or David?
7. Would you do the same thing that David and Michael did?

VII. Resource Materials

A. Films

1. Courtesy for Beginners, COR
2. Everyday Courtesy, CFD 373, Rochester Ed., p.8
3. Good Citizens, EH

4. Manners At Home, CFD 202, Baxter Ed., p.87
5. Words of Courtesy, MGH

B. Filmstrips

1. Consideration for Others, SVE
2. Manners Are For You, Universal Education and Visual Arts, New York, N.Y.
3. Manners Are Important, Educational Projections Corporation, Jackson, Miss.
4. Manners Are Lots of Fun, Valiant Instructional Materials Corporation, Hackensack, N.J.
5. Manners When Visiting, EG
6. Manners While Visiting, EBE

C. Books

1. Beery, Mary, Manners Made Easy, New York: McGraw, N.D.
2. Leaf, Munro, Manners Can Be Fun, Philadelphia: Lippincott, 1958.
3. Lee, Tina, Manners To Grow On: A How-to-do Book for Boys and Girls, New York: Doubleday, 1955.

CAN I PLAY? (A BASKETBALL GAME)
CFD #479

A Captioned Film
for
Upper Primary and Intermediate Levels
by
Arrangement With
Universal Education and Visual Arts

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 11 minutes

Color, SYNCAP

I. Synopsis

This film shows a hearing-impaired boy being ignored by elementary age hearing boys during a basketball game at a public school. (Note: The teacher is to STOP the projector when the caption "I can play as good as they can" appears, so as to give his pupils opportunities for discussion as to what will happen. The film starts again with "That wasn't a very happy game." Later the teacher is to STOP the projector again after the caption, "He doesn't want to play." Discuss. Next, the teacher shows the final portion of the film.)

II. Recommended Use

This film is intended to develop an awareness of social needs and concepts required in certain situations that involve peers. The film can be used in the Guidance program.

III. Purpose

A. General Objectives

1. To show that school children, both hearing and hearing-impaired, need to have friends
2. To illustrate the fact that the hearing-impaired persons are frequently sensitive and suspicious among hearing people
3. To realize the importance of making friends
4. To recognize undesirable traits
5. To compare your traits with those of the lonely boy in the film

B. Behavioral Objectives

At the end of this film and related study the students will be able to:

1. Demonstrate his ability to meet others half-way and establish rapport by speaking first and smiling.

2. Avoid misunderstandings by asking polite questions in connection with a situation.

3. Relate a good method in making friends.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Display a picture of a child with a hearing-aid.

2. Gather pictures of children playing.

3. Ask each child if he has had any experience in connection with the familiar expression, "Are they talking about me?"

D. Vocabulary

1. Idioms and Expressions

...read your lips
...choose up sides
Let's go.
Let's ask John.
...once more.
...only have...
...have only...
...talk slower
...talk more slowly
...guess...
...as good as....

2. Selected Vocabulary

Nouns	Adjectives	Adverbs
basketball	basketball	well
player	absent	very
game	good	slowly
	happy	only
	your	

Verbs		Prepositions
wonder	talk	besides
guess	go	about
read	want	
ask	play	

V. Culminating Activities

A. Have the students plan a skit based on the film with one child taking the role of "John."

B. Have the students evaluate their traits for needed improvements.

C. Have the students illustrate some qualities that help bring about friendship.

D. Have the students describe traits they admire in others.

VI. Evaluation

1. Give a description of John in the film.
2. List his undesirable traits at first; then how he changed.
3. Do you think that he should have joined the boys in playing or should have waited to be asked?
4. Should the hearing boys permit John to play or should they reject John since he is deaf? Tell why.
5. Do you think that everyone has friendship problems?

VII. Resource Materials

A. Films

1. Getting Angry, CFD #386, Montana Ed., p.62
2. Let's Share With Others, CFD #154, DePaul Ed., p.60
3. Making Friends, CFD #321, Montana Ed., p.79

B. Filmstrips

1. A Busy Morning in School, Standard School, Inc., Birmingham, Al.
2. Listen! Jimmy!, Learning Arts, Wichita, Kan.
3. Making Friends, Standard School, Inc., Birmingham, Al.
4. Making Friends, BFI
5. Making Friends Is Easy, McGraw-Hill
6. Making the Most of Your School Days, 40 frames; Popular Science, N.d.
7. Manners At School, 35 frames; Young America (Distributed by McGraw-Hill), 1955
8. People Are Like Rainbows, Learning Arts, Wichita, Kan.
9. Popularity Comes to You, McGraw-Hill
10. Strike Three! You're In!, Learning Arts, Wichita, Kan.
11. Your Feelings, Standard School, Inc., Birmingham, Al.

C. Books

1. Hefflefinger, About Friendly Helpers, Melmont, 1967.
2. Hefflefinger, About School Helpers, Melmont, 1955.
3. Hoffman, About Friendly Helpers, Childrens, 1967.
4. Paehr, The Lonely Witch, Whitman, 1965.
5. Zolotow, Charlotte, My Friend John, Harper and Row, 1968.

D. Transparencies

1. Human Resources and Personal Development, 3M
2. Other Human Emotions, #157 BF-SS, LA, Wichita, Kan.
3. Social Attitudes, #157 AG-SS, LA, Wichita, Kan.

HELPING HAND
CFD #506

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
Universal Education and Visual Arts

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 15 minutes — Color, SYNCAP

I. Synopsis

William is given a "hand" map by John to help him find his way to John's home. The map aids William in finding his way through city traffic to John's neighborhood, but there he must ask for help. He touches a lady to get her attention. She screams. (The film should be stopped here. Discuss.) The film then shows how John should have asked for help.

II. Recommended Use

This film is intended for use with elementary and advanced level students as an instructional aid to the development of an awareness of social skills and related concepts required in giving and following directions, and in asking for directions. The film has a low level vocabulary but the situations shown are of value to advanced level students. It may be used for lip reading development skills, writing description, and other language related concepts, increasing vocabulary and developing an awareness of the importance of being able to interpret maps and follow directions. It can be correlated with Math, Art, English, and Social Studies programs. It may be used as a springboard for discussing social problems: crime, fear, relationship with others, being helpful, being reticent in offering help, accepting help gracefully, and being thoughtful.

III. Purpose

A. General Objectives

1. To understand the use of the term "helping hand"
2. To develop the ability to follow and give directions
3. To be aware of the importance of certain social amenities when asking for directions
4. To be aware of the fact that innocent actions may be misunderstood.
5. To understand the importance of thinking ahead, choosing one's words wisely, and moving cautiously to avoid misunderstanding

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Give directions to a place in the vicinity of his neighborhood orally and with a drawn map.

2. Give directions from his home to school orally and with a drawn map.

4. Ask for directions politely in a way that will not frighten or startle anyone.

5. Read a map of a city.

6. Interpret the facts through map symbols.

7. Read a road map, find a certain destination; determine distance.

8. Demonstrate through observable behavior that he is willing to help others; to "lend a helping hand."

9. Write a paragraph of description about:

    a. A city (downtown)

    b. A city (neighborhood)

    c. City traffic

    d. A person who is terrified

    e. A person who is happy

    f. An old person; a young teen-ager; a baby

10. Show that he understands fears and anxieties of people by writing a paragraph explaining this.

11. Show that he understands why we have rules of etiquette, conduct and other regulations by writing about a situation where these codes are lacking.

12. Use and recognize complex sentences.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Ask a student how to get to his home if you should plan to visit him.

2. Direct "a visitor" from the outskirts of town to the school.

3. Present a directional sheet designed so that the student must read all instructions and concentrate.

    EXAMPLE:

    1. Read all directions carefully before you begin.
    2. Write your name on this line.____________.
    3. Write your address and telephone number here.______________________________________.
    4. In the upper left hand corner write your social security number.
    5. Write the name of your school.
    6. Stand up and say, "Good Morning."
    7. Write one sentence telling what you hope to learn in this class.
    8. Clap your hands 3 times.
    9. Shake hands with your neighbor.
    10. Now that you have read all items carefully, you are to omit everything except numbers 5 and 7.

4. Suddenly grasp a student by the shoulder when his back is turned. Discuss his reaction.
5. Display the sculpture "Praying Hands" or a picture of it.
6. Draw "hand maps."
7. Pretend to be lost in a city. Describe your feeling. How do you get help?
8. You find a lost child - what do you do?

D. Vocabulary

1. Idioms and expressions

    I'll see you
    What is the bus that I take
    You better take this.
    "Thumb Street"

    keep right
    pardon me, ma'am
    had better go

    got me into trouble
    or
    got me in trouble
    had gone
    of course
    had better take
    had taken

2. Selected Vocabulary

    Nouns
    Bus Stop
    map
    station
    address

    directions
    view
    building
    visit

    hand
    artist
    thumb
    traffic

Verbs/Verbals	Adjectives	Preposition
visit	better	past
was being robbed	hand	
did ... help	clever	
to scare	helping	
to be scared		
won't		

3. Related Activities

a. Use the word address in a sentence as a verb.

b. Use the word address in a sentence as a noun.

c. Write an original sentence or copy a sentence from a periodical in which each of the following words is used:

direct
directs
directed
direction
directive
directional
directing

d. Write five sentences modeled after:

"you had better go."

1. ___ had better ___________.

2. ___ had better ___________.

3. ___ had better ___________.

4. ____ and ____ had better ________________.

5. ______________ had better _______ _________ _________.

e. Write two sentences modeled after the following:

1. This book is better than that book.

2. This is a better book.

f. Underline each complex sentence in the paragraph you write.

g. Discuss:

1. I was scared.

2. I was scared by him.

3. I was robbed.

4, I was robbed by the thug.

5. I was being robbed.

h. Change the following sentence from Active to Passive Voice:

1. I carefully followed these directions.

2. _____________________________________.

V. Culminating Activities

A. Role play. (You are lost. How do you get home?)

B. Role play. 1. (You find an apparently wealthy lost child. What do you do?)

2. (You find a very dirty, hungry looking lost child who is apparently from a poor family. What do you do?)

C. Distribute city maps. Ask students to find their way by the shortest route from one given point to another. (If you like competition, make a game - a race. See who arrives first.)

D. Ask students to draw maps giving directions to and/or from a certain place. (home - school - church)

E. Have a road map reading session. Pretend to be going on a vacation trip by car.

F. Write a 1, 3 or 5 paragraph theme (personal or vicarious experience) about how you "lent a helping hand" to someone or how someone "lent a helping hand" to you.

G. Discuss the "Praying Hands." Who is the artist or sculptor?

H. Discuss: If you are in a car and someone on the highway waves to stop your car - should you stop?

Should you pick up a hitchhiker?

Should you give money to a blind, deaf, or crippled beggar on a street?

How far should one go in being "helpful"?

I. Ask cooperation of math teacher and draw a map of the school campus. Copy the best one and distribute.

J. Have a "fun" quiz with prizes. Example: How far is it from here to the capital of N. Dakota? Student must answer: It is ______ miles from here to __________________.(name the capital city.)

K. Learn Boy Scout code.

L. Play recording or present words from Bill Wither's song, "Grandma's Hands."

M. Go on a field trip. Afterwards write directions.

VI. Evaluation

1. Is the student aware of the fact that we must help one another.
2. Is the student aware of the fact that sometimes extending a "helping hand" can be dangerous?
3. Has he memorized or read the Boy Scout code?

4. Does he know the name of the artist who created "Praying Hands"?
5. Does he know the name of the artist who created "Grandma's Hands"?
6. Can he read a map? Can he use symbols to:
    a. Find the capital city.
    b. Calculate mileage from one place to another.
    c. Determine types of highways (two-lane, interstate, under construction.)
7. Can he give directions from the local bus station, airport, train station to a designated place?
8. Can he write a paragraph (s) describing a person or place according to accepted classroom standards?
9. Can he write a paragraph about personal or vicarious experiences involved in being helpful or in helping others according to accepted classroom standards?
10. Can the student get a "yes" for 8 out of 10 of these evaluative criteria?

VII. Resource Material

A. Films

1. The City, CFD#113, Berkeley Ed., p. 49
2. How Shall We Live, Scott Education Division
3. Living and Working Together, Scott Education Division
4. What Hands Can Do, Sterling Educational Films

B. Filmstrips

1. African Folk Tales
    a. Hamdoani
    b. The Greedy Man, Educational Activities, Inc.
2. The City Community, Encyclopedia Brittanica Ed. Corp.
3. A City Is Buildings, Imperial Film Co.,Inc.
4. A City Is People at Work, Imperial Film Co.
5. A City Is Services, Imperial Film Co., Inc.
6. Hands and Things, Imperial Film Co., Inc.
7. Helping Hand, A; A Newcomer at School, Educational Activities, Inc
8. Learning to Use Maps,(color), Encyclopedia Brittanica Ed. Corp.

9. Thinking Imaginatively

    a. Writing Description, Education Unlimited Corp.

C. Books

1. Dawson, Rosemary and Richard, A Walk in the City, New York: Viking, 1950.

2. Ray, Bert, We Live in the City, Chicago: Childrens Press, 1963.

3. Schere, Monroe, Your Changing City, Birmingham: Standard School, 1970.

4. Schere, Monroe, Story of Maps, (Jr. Research Series), New York: 1969.

5. Schwartz, Alvin, The City and Its People, New York: Dutton, 1967.

6. Tensen, Ruth M., Come to the City, Chicago: Regnery, 1951.

D. Transparencies

1. Following Directions and Sequence, TD94, St. Louis: Milliken Publishing Co.

2. Safety Signs, Educational Projections Corp.

OTHERS JUST AS NICE
CFD # 526

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
Universal Education and Visual Arts

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 15 minutes Color, SYNCAP

I. Synopsis

This film concerns itself with a teen-age girl who has an interest in a teen-age boy. As the movie develops, the teen-age girl learns that the boy is not interested in her alone, and that he dates other girls. Her friends convince her to date other teen-age boys and not allow one unpleasant experience to ruin her life. Finally, she starts to associate with another boy and realizes how much she can enjoy the company of others.

II. Recommended Use

This film is recommended for teen-age students in intermediate and advanced levels. It can be utilized as an excellent aid in personal and/or group counseling sessions.

III. Purpose

A. General Objectives

1. To help students establish a healthy attitude of boy-girl social relationships
2. To help students realize that it is not really necessary to be "one track" in regard to associating with a person
3. To help students learn that the merits and standards of one boy-girl social relationship should not prejudice the possible merits of another in the future

B. Behavioral Objectives

At the end of this film and related study, the student will be able to:

1. List six activities a couple might do on a date for entertainment.
2. Relate the series of events which led to Janet's decision to date other boys.
3. Suggest methods by which you can discourage a person from becoming attached to one person, or becoming "one track" too soon.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Have the pupils discuss their present ideas on dating.

2. Have the pupils describe the type person they would like to date.

3. Have the pupils suggest what to do on a date.

4. Have pupils relate experiences they have had on dates.

5. Have the pupils discuss ways of terminating a boy-girl social relationship.

D. Vocabulary

1. Idioms and Expressions

someone else
eyes off
cheer up
no chance

2. Selected Vocabulary

dated
chance
scrabble

V. Culminating Activities

A. Discuss the film allowing the pupils to ask questions that may be of help in clarifying areas of uncertainty and/or misconceptions they may have in regard to dating.

B. Have the students discuss what they would do if they had a similar situation as shown in the film.

VI. Evaluation

1. In the beginning of the film you saw a teen-age couple having a good time. What went wrong with them later?

2. To what big event was Janet looking forward?

3. What happened to Janet when she saw Mel going with another girl?

4. What was Janet's girlfriend trying to convince her to do?

5. Did Janet enjoy the scrabble game? Why? Why not?

6. In the latter part of the film you saw Janet happy. Briefly explain what made her happy.

7. Name some things the couples did for enjoyment.

8. How may, in your opinion, a boy-girl social relationship be terminated?

VII. Resource Materials

A. Films

1. Beginning to Date, CFD #256, Rochester Ed., p.58
2. Making Friends, CFD #321, Montana Ed., p.79

B. Filmstrips

1. About Sex and Growing Up, (a set of 4 filmstrips), CAFM
2. Dating Daze, SED
3. Learning About Love and Sex, CAFM
4. Making Friends, SED
5. Understanding Your Love Feelings, CAFM
6. Your Feelings, SED

C. Books

1. DuJardin, Rosamond, Double Date, Lippincott, 1952.
2. DuVal, Dvelym and Johnson, Jay, The Art of Dating, Association Press, 1958.
3. Haskell, Arnold L., The Wonderful World of Dance, Garden City Books, 1960.
4. Lerrigo, Marion O. and Southard, Helen, What's Happening to Me, New York: E.P. Dutton and Company, 1955.

D. Transparencies

1. Social Development in Children -K-12, Level III, Educational Projections, Corp.

E. Booklets (Recommended for grades 9-12)*

1. 5-1185, Dating Tips for Teens, Lester A. Kirkendall, 1969.*
2. 5-158, Getting Along with Others, Helen Shacter, 1969.*
3. 5-510, Growing Up Socially, Ellis Weitzman, 1969.*
4. 5-565, Making and Keeping Friends, William C. Memninger, 1970.*
5. 5-895, Understanding Love, Lester Kirkendall, 1969.*

* Ordered through - Science Research Associates, Inc. Chicago.

OVERPROTECTION: A FAMILY PICNIC
CFD # 513

A Captioned Film
for
Parents of Hearing Impaired Children
by
Arrangement With
Universal Education and Visual Arts

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 15 minutes Color, SYNCAP

I. Synopsis

This film shows a hearing impaired boy being overprotected by his parents. It illustrates how his parents treat him differently from his hearing brother and this results in his unhappiness with the family.

II. Recommended Use

This film is especially recommended for parents of hearing impaired children. It may be of benefit to guidance counselors working with parents or other persons concerned with the hearing impaired.

III. Resource Materials

A. Books

1. Mindel, Eugene D. and McCay Vernon, They Grow in Silence, Silver Spring, Maryland: National Association of the Deaf, 1971.

B. Filmstrips

1. Children Face Social Realities, Parts I and II, UEVA
2. Your Family and You, SED

HEALTH AND SAFETY

ONE GOT FAT
CFD #562
A Captioned Film
for
Intermediate Level
by
Arrangement With
Perennial Education, Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 15 minutes Color

I. Synopsis

This unique film presents a timely lesson on hand signals and traffic signs for bicycle safety. Serious mishaps caused by carelessness and wrong hand signals are vividly portrayed. At the end of the film, viewers will understand the reason for the film being entitled "One Got Fat."

II. Recommended Use

This film is recommended for safety for all bicycle riders. This film is an excellent means of building up a sense of humor in deaf children. However, the teacher is urged to inform her pupils that the film itself actually shows serious consequences.

III. Purpose

A. General Objectives

1. To emphasize the importance of traffic rules
2. To illustrate how unfortunate consequences and tragedies could be averted
3. To explain the main responsibilities children should bear in mind when riding bicycles
4. To teach respect for traffic rules, vehicle drivers, and bicycle riders
5. To point out that one may have fun while observing traffic rules
6. To encourage the children to attend bicycle-safety clinics
7. To explain the necessity of inspection of all bicycles as a safety measure
8. To help students become more safety-minded

B. Behavorial Objectives

At the end of this film and related study the student will be able to:

1. Relate bicycle-safety rules.
2. Tell that traffic signs are for everyone's protection.

3. Promote bicycle safety in their communities.
4. Be able to tell why it is very important to be "on the alert" at all times.
5. Be able to explain why bicycle accidents are frequent and tell how they can be eliminated.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. List various bicycle accidents and discuss how they might be prevented.
2. Ask the class if they have ever been hurt as a result of a bicycle mishap. Initiate a discussion.
3. Display attractive bicycle-safety posters.

D. Vocabulary

1. Idioms and Expressions

the story of ten children like us
get into trouble
the same as we do
cared for
got together
Wait and see!
That sounds funny.
hurried back
ready to go
O.K.
said nicely
Well, I guess so.
go-getter
hand down
hand up
hand straight up
Just one signal!
poor old arm
don't take time for hand signals
Oh, Oh!
She forgot again!
That's the end of ...
A class president can be wrong.
ride against
for a change
gets bored easily
keep right
won't see anyway
Too bad his feet hurt!!
spends time learning lines
Good-bye, Moss!
Look hard.
can't see well
can't steer or make signals well, either.
Splash!!
So long, boys
the right of way
Squeek! Squeek!
learned the hard way
Crash!!
Poor Stan!
He was not very bright.
rode double into trouble
They (brakes) failed him.
No Stan!!
He got fat!!
You see, Orville wasn't a monkey.
Phillip Floogie is not bored now!

2. Selected Vocabulary

Nouns

trouble
lunch
riders
neighbors
bike
drivers
picnic
leader
signals

Nouns, contd

memory
nickname
registration
junk
lights
signs
dramatics
weight
tune-up
reflectors
athlete
license
handle bars
brakes

Adjectives

hungry
silly
good-looking
selfish
wrong
picnic
full
strange
honor
angry
careless
bike
busy
rude
junk
traffic

Adverbs

always
alone
fast
nicely
usually
though
sometimes
quickly
safely

Verbs

sounds
register
picnic
skipped
steer
rehearsed
share

V. Culminating Activities

A. Explain the following instructions:

1. Obey traffic signs at all times.
2. Use hand signals properly.
3. Be on the alert for cars pulling out into traffic.
4. Do not weave in and out of traffic.
5. Always keep to the right.
6. Pedestrians have the right of way.
7. Have a good front light and a rear reflector.
8. Never carry other riders.
9. Never hitch a ride.
10. Keep a bicycle in good condition.
11. Never ride on sidewalks.
12. Have both registration and bicycle license.
13. Check the bicycle's brakes.

B. Draw safety signs; discuss their symbols.

C. Contact a traffic officer to visit your class and talk about bicycle-riding precautions.

D. Make bicycle-safety scrapbooks.

E. Take a walk and see if safety rules already explained are observed.

F. Go for a bicycle ride in an area that is not too congested. Observe all rules learned.

G. Take a part in a bicycle rodeo.

H. Write a letter to the National Safety Council, 425 N. Michigan Ave., Chicago, Ill. 60611 for pamphlets and posters.

VI. Evaluation

1. Which one of the ten children in the film was a good citizen? Why?
2. Why did the film say "One Got Fat"?
3. List the mistakes made by the other riders and tell what they did.
4. Define: hand down, hand up, hand straight out.
5. List at least ten traffic rules.

VII. Resource Materials

A. Films

1. Look Alert, Stay Unhurt, NFBC
2. Lucky You, Coca Cola Co.
3. Stop and Go on a Bike, Assn. Films (Produced by J.C. Penney in association with the National Safety Council)
4. You and Your Bicycle, Progressive

B. Filmstrips

1. Be a Better Pedal Pusher, SVE and NSC
2. Keep to the Right, CCM
3. Ride Safely to School, CCM
4. Safety in the Streets, CCM
5. Safety on the Street, EBF

C. Books

1. Kiefe, Frederick, Bicycle Rider, New York: Seymour Lawrence Dell (Imprint of Dell Publishing Co., n.d.).
2. Leaf, Munro, Safety Can Be Fun, Philadelphia: Lippincott, 1961.
3. Pease, Josephine Van Dalzen, The Happy Book, The Fun of Doing Things Right, Chicago: Rand-McNally and Co., 1954.

4. Shapp, Martha and Charles, Let's Find Out about Safety, New York: Watts, 1954.

D. Transparencies

1. Traffic Lights: When To Stop, Look, Go?, VIMC

E. Pamphlets

1. Much to Do About Safety, National Safety Council

2. Teaching Safety in the Elementary School by P. Yost, AAHPER, NEA

F. Magazines

1. Safety Education, National Safety Council

G. Teaching Aids

1. Bicycle Safety Program -- a helpful kit for schools that wish to establish a bicycle-safety program. Furnished without cost by Johnson and Johnson, New Brunswick, N.J.

2. Safety Education Data Sheets and Accident Record Forms, National Safety Council

SAFETY ON THE CITY STREETS
CFD #468

A Captioned Film
for
Primary and Intermediate Levels
by
Arrangement With
Universal Education and Visual Arts

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 11 minutes

Color, SYNCAP

I. Synopsis

This film begins with a discussion of the five safety rules: Be Careful. Read Signs. Look. Listen and be alert. Think. It shows that accidents occur when boys and girls fail to observe the traffic rules.

II. Recommended Use

This film is intended as an instructional aid in presenting a lesson on safety. It emphasizes the responsibilities children should assume when walking or riding a bike in the streets. It could be used very effectively in Language Arts and Social Studies programs.

III. Purpose

A. General Objectives

1. To reinforce the importance of safety rules
2. To acquaint the children with traffic signs
3. To illustrate the dangers that might result from carelessmess

B. Behavioral Objectives

At the end of this film and related study the children will be able to:

1. Tell the rules of safety.
2. Identify the different traffic signs.
3. Explain the dangers that occur if they fail to obey traffic rules.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Construct a cardboard signal light.

2. Play the game Red Light. (See Neilson and Van Hagen, Physical Education.)

D. Vocabulary

1. Idioms and Expressions

fixed up
Let me see.
hitching rides
straight home
single file
What a mess.
traffic sign
first aid kit
Be alert.
MPH
Detour
Danger
Keep Right
No Parking
Keep Off
Yield

2. Selected Vocabulary

Nouns

policeman
cotton
band-aids
accident
warning
auto
crossroads
antiseptic

Verbs

forgot
obey
buttoned
is changing

Adjectives

straight
curved
narrow
wide
dangerous
right
wet

Adverb

always

V. Culminating Activities

A. Make a mural illustrating safety rules.

B. Make a bulletin board illustrating safety in the street.

C. Write a paragraph about an accident you have seen. Discuss it in terms of safety rules or possible carelessness.

VI. Evaluation

A. Name the safety rules.

B. Why do cars need safety rules?

C. Draw three different kinds of streets.

D. Why is it a good habit to think before you do anything?

E. What is the signal for a right turn?

F. What is the signal for a left turn?

G. What happens when we do not obey traffic signs?

H. Why is hitching rides dangerous?

I. Draw the traffic signs you see on your way to school.

VII. Resource Materials

A. Films

1. Safety at Home, CFD #43, Baxter Ed., p.121
2. Safety on the Playground, CFD #222, Baxter Ed., p.125
3. Safety to and from School, MGH

B. Filmstrips

1. Bicycle Safety, VS
2. Safety Helpers, EBF
3. Street Safety, EBF
4. Street Safety, MH
5. Vacation Safety, EBF

C. Books

1. Dillon, Ina K., About Policemen, Los Anglels: Melmont Publishers, 1957.
2. Leaf, Munro, Safety Can Be Fun, New York: Frederick Stokes Co., 1938.
3. Longman, Harold, Watch Out! How to be Safe and Not Sorry, New York: Parents Magazine Press, 1968.
4. Miner, Irene S., True Book of Policemen and Firemen, New York: Children's Publishers, 1954.
5. Shapp, Martha and Charles, Let's Find Out About Safety, New York: Franklin Watts Inc., 1964.

LANGUAGE ARTS

A MOTHER GOOSE MEDLEY
CFD #481

A Captioned Film
for
Primary Level
by
Arrangement With
Kayfetz Edutec Productions

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 5 minutes Color

I. Synopsis

Presented in this film is a selection of verses from Mother Goose rhymes which involve numbers.

II. Recommended Use

This film is recommended for young children in primary classes, as a part of the Language Arts program. It can be used to coordinate the instruction and application of teaching speech with rhythms. It can also help in the development of vocabulary.

III. Purpose

A. General Objectives

1. To introduce numbers 1-10
2. To introduce Mother Goose rhymes
3. To expose primary age children to rhythm patterns
4. To introduce new vocabulary

B. Behavioral Objectives

At the end of this film and related study, the student will be able to:

1. Sustain a rhythm pattern covered in the film for a given period of time.
2. Match the following words with teacher-made or selected pictures:

maid hare sticks money nose
garden shoe hen bread honey
door King Queen pie

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Prepare a bulletin board on Mother Goose themes.

2. Plan an auditory training lesson on rhythm patterns.

3. Make child-size posters from cardboard of the characters from the nursery rhyme, and place them around in the room for visual stimulation.

4. If possible, permit the students to see and use a metronome.

5. Place cut-outs of numbers 1-10 around in the classroom for visual stimulation.

D. Vocabulary

1. Idioms and Expressions

let him go
buckle my shoe
shut the door
lay them straight
pocketful of
hanging out
snipped off

2. Selected Vocabulary

Nouns

hare
blackbirds
rye
parlor
bread
honey
money
hen
garden
King
Queen
nose
pie
maid

Verbs

caught
live
pick up
sing
eating

Adjectives

fat
big
baked

V. Culminating Activities

A. Have the class dramatize one of the Mother Goose rhymes given in the film.

B. For vocabulary reinforcement, have the class dramatize the following actions as shown in the film:

buckle my shoe
shut the door
pick up
lay them straight

C. Show the other captioned film - Mother Goose Stories

VI. Evaluation

1. Write the numbers 1-10 on the blackboard and have the pupils count by rote. Pay particular attention to their rhythm.

2. Have the pupils match word flash cards with teacher made pictures of the new vocabulary.

3. Have the students repeat the rhythm patterns covered in the movie for a given period of time. A large circle may denote a stressed element, and a smaller circle denote an unstressed or weaker element. (O stressed, o unstressed) For Primary students a time of 5-10 seconds is comfortable.

VII. Resource Materials

A. Films

1. Mary Had A Little Lamb, COR

2. Mother Goose Stories, CFD #25, DePaul Ed., p.71

B. Filmstrips

1. Children's Stories, (Nursery rhymes include sound filmstrip), LA

C. Books

1. Briggs, Raymond, The Mother Goose Treasury, Coward-McCann Co., 1966.

2. de Angeli, Marguerite, Marguerite de Angeli's Book of Nursery and Mother Goose Rhymes, Doubleday Publications, 1954.

3. Wildsmith, Brian, Brian Wildsmith's Mother Goose: A Collection of Nursery Rhymes, Watts Publications, London, 1964.

4. Wright, Blanche Fisher, The Real Mother Goose, Rand McNally, 1965.

D. Records

1. Another Mother Goose and Nursery Songs, 1-33 1/3 rpm, by Lucille Wood, LA

2. Introduction to Rhythm, 1-33 1/3 rpm, LA

3. Little Favorites, 1-33 1/3 rpm, LA

4. Mother Goose Songs Series, (Multi-Media kit) 1 7" 33 1/3 rpm record, 1 filmstrip, 10 mini-books, 8 full color prints, LA

DR. HEIDEGGER'S EXPERIMENT
CFD #538

A Captioned Film
for
Advanced Levels
by
Arrangement With
Encyclopedia Britannica Educational Corporation

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 11 minutes

Black and White

I. Synopsis

Dr. Heidegger invites four aged friends to his study to assist him in an experiment. He asks his friends to drink water he has acquired from the Fountain of Youth discovered by Ponce de Leon. The water will make them young again. Remembering past mistakes made by the four, he admonishes them to draw up rules for guidance as they pass through the perilous period of youth again. They drink, become young, and make the same mistakes again. In a heated argument the remaining water is spilled and they become old again. The film poses the question, "If we had our lives to live over, would we make the same mistakes?"

II. Recommended Use

The film is intended for use with advanced level students in Literature who are studying the short story.

III. Purpose

A. General Objectives

1. To introduce the basic elements of a short story
2. To show the interrelationship of the basic elements of the short story
3. To stimulate students to think on the theme, "aging" and certain aspects of it
4. To encourage "straight thinking"
5. To motivate the students to write

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. List the basic elements of a short story.
2. Demonstrate his knowledge of the interrelationship of the basic elements of the short story by writing or explaining how the elements relate to form the whole.

3. Name areas of conflict in the story.
4. Show that he thinks logically ("straight thinking") by expressing his ideas on certain aspects of the story and providing supportive evidence.
5. Give a brief biographical sketch of the author, Nathaniel Hawthorne.
6. List the main characters: Describe how they looked when they were young; middle-aged; old. Tell what kind of person each was.
7. Give a synopsis of the story.
8. List symbols and relate their universal significance.
9. Write paragraph explaining the author's purpose in writing the story.
10. Relate the surface story. Relate the in-depth significance.
11. Write a one sentence summary of the theme.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Review historical facts about Ponce de Leon and the Fountain of Youth. Review geographical data about Florida.
2. Discuss general characteristics of various stages in life.
    a. List characteristics on the chalk board or overhead projector. Ask students to select those typical of an infant, a youth, a teenager, a young adult, a middle-aged person, a "senior citizen." Display a collection of pictures illustrating each age.
    b. Quote, write or distribute Shakespeare's "Seven Ages in the Life of Man . . ."
3. Pose the question: Have you ever made a mistake? Did you profit from that mistake? Did you ever make the same mistake more than once? Do you think we learn from the mistakes of others?
4. Pose the question: Why do some people want to remain "young?" Why do some people dread old age? What does one mean by "growing old gracefully?"
5. Say: "In this story you will see four people who wanted to be young again and Dr. Heidegger, who did not want to be young again. As you view the film try to find reasons for each attitude."

D. Vocabulary

1. Idioms and Expressions

be seated
five and fifty
very pretty trick
judge for yourself
pattern of virtue
pray, excuse me

bloom of youth
for my own part
no doubt
second youth
turned ... against
light of my life

Nonsense!
well-suited
Did he ever ...
No, he never ...

2. Selected Vocabulary

Nouns

experiment
prescription
youth
pursuit
speculation
quantities
justice
fountain

delirium
convenience
fluid
adventurer
blossom
investment
equality

portrait
volume
incentive
acquaintance
errors
vintage
consequences

Verbs

restore
provide
gushed

betray
admire
blossomed

trample
regret
stoop

Adjectives

gigantic
rheumatic
ridiculous
initial
admirable

Verbals

cultivating
crumbling
sweltering
inherited

3. Vocabulary Exercises

a. Make a word function chart. Use each word correctly in a sentence.

Example:

Noun	Verb	Adjective	Adverb
admiration	admire	admirable	admirably
equality	equal	equal	equally
blossom	blossom		
stoop	stoop		
rheumatism		rheumatic	rheumatically
experiment	experiment	experiment	experimentally

b. List the vocabulary words and match the words with the meaning.

c. Sentence practice

1. Did you ever knit a sweater?

2. No, I never knit. I have never knitted a sweater.

3. Has he ever visited his grandfather since he moved away?

4. No, he has never visited his grandfather since he moved away.

d. Use each idiom and expression in a sentence.

e. Use each of the following: sweltering, inherited, cultivating, crumbling in a sentence as a verb. Use each as a participle.

V. Culminating Activities

A. Go on a field trip to a home for the aged. (Take them gifts such as games, reading material, recordings, fruit, wash cloths and Kleenex.)

B. Invite an elderly person to visit the class and discuss varied topics: hobbies, problems of aging, and philosophy of life.

C. Clip newspaper and magazine articles which concern problems of the aged: pending legislation, Social Security, Medicare, and other related items.

D. Compare the situation of the aged in Japan, India, Africa, China, and/or Russia with that in the United States.

E. Find related literature on age and aging; on searching hopelessly for a certain thing.

Examples:
1. "When I Was One and Twenty" by A.E. Hauseman
2. "Loveliest of Trees" by A.E. Hauseman
3. Excerpt from "Marte D'Arthur" by Alfred Lord Tennyson:

"The old order changeth yielding place to new
And God fulfills Himself in many ways ...
I have lived my life, and that which I have done
May He within Himself make pure ...

4. "Eldorado" by Edgar Allen Poe
5. "Lovesong of J. Alfred Prufrock" by T.S. Eliot
(I have measured out my life in coffee spoons.)

F. Write a description of an elderly person who is a relative, a friend, or an interesting person you have seen.

G. Write a short story with some aspect of old age as the theme.

H. Questions for Discussion

1. Can this story be classified as science fiction? Compare and contrast it to science fiction as we know it today.
2. This is not the greatest story ever written. It is not even considered as one of Hawthorne's better stories. What is the value of this story?
3. Does the story do one or more of the things a short story is designed to do such as create an outstanding character, develop a mood, show an aspect of life, teach a lesson?
4. When the maid dusted, she was warned to "forbear." Can this be interpreted as a warning against disturbing the established order of things? Discuss.

5. Do you agree that life is to be lived fully and not evaded? Who exemplifies living life fully, Dr. Heidegger or his four guests?

6. Dr. Heidegger states that he loves the withered rose as well as when it was in full bloom. Is this a healthy attitude? Is he being sensibly realistic or is he in love with death and decay? Support your point of view.

VI. Evaluation

1. Can the student list and explain the basic elements of a short story?

2. Can he show the interrelationship of the basic elements of the short story?

3. Can he name the area or areas of conflict in the story?

4. Can he give a brief biographical sketch of Nathaniel Hawthorne?

5. Can he list and describe the main characters in the story?

6. Can he give a brief synopsis of the story?

7. Can he write the main idea in one sentence?

8. Can ne list the symbols, if any, and relate their universal significance?

9. Can he write a paragraph explaining what he thinks was the author's purpose?

10. Can he relate the surface story plus the in-depth meaning?

11. Can he give the historical background concerning Ponce de Leon and the Fountain of Youth? Can he recite certain geographical data and significance of this data in the development of Florida?

VII. Resource Materials

A. Films

1. Age of Discovery, COR

2. America is Discovered, MGH

3. Discussion of Dr. Heidegger's Experiment, EBE

4. How to Write Effectively, COR

5. Models for English Composition, Valiant, IMC

6. Story Starters, Valiant, IMC

B. Filmstrips

1. Review of Discovery and Exploration, MGH

2. Spanish Explorers of the New World (Ponce de Leon), EBF

3. Story of the Everglades, Warren Schloat Productions

C. Transparencies

1. Composition, A Guide to Creative Writing, Valiant, IMC
2. Elements of Fiction, Valiant, IMC
3. Word Forms and Functions, Valiant, IMC

D. Records

1. House of the Seven Gables, Learning Arts
2. Tales by Nathaniel Hawthorne, Valiant, IMC

E. Books

1. Ashmun, Margaret, Modern Short Stories, New York: Macmillan, 1956.
2. Maupassant, Guy De, The Odd Number; Thirteen Tales, New York: Harper, 1961.
3. McCain, Marray, Writing, New York: Ariel Books, Farrar, Strauss and Company, 1964.
4. Pooley, Robert C., et al, Outlooks Through Literature, New York: Scott , Foresman and Company, 1968.

HAIKU
CFD #544

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
Stanton Films

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 14 minutes Color

I. Synopsis

This film presents a frame of Japanese life and culture with emphasis on their need to identify with nature. This is evidenced in the presence of beautiful gardens - large and small, in the city and in the country. Within this framework is described the Japanese poetic form Haiku which has three unrhymed lines consisting of seventeen syllables. It usually reveals a season, emphasizes two images and often deals with nature. Haiku draws an outline; the reader must use his imagination to fill in the rest. Several examples of Haiku are presented in the film against a background of Japanese music and beautiful scenery.

II. Recommended Use

This film may be used with elementary, intermediate, and advanced level students. It can be used in correlation with a Social Studies unit on Japan. It can be used in correlation with a Literature unit on poetry and other forms of creative writing. It can be correlated with a unit on Art, be it watercolor, oil, tempera, sculpture, charcoal or other media.

III. Purpose

A. General Objectives

1. To develop an appreciation of the deeper, more perceptive meaning to be found in Haiku, a form of Japanese poetry
2. To create a bridge of understanding between two countries
3. To explain the simplicity of the Japanese attitude toward nature and their emphasis on understatement
4. To develop an appreciation of the subtle relationship between literature and art
5. To inspire the viewer to compose his own Haiku and to motivate a wide variety of other language arts activities

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Describe the structure of Haiku.
2. Write data correctly about the country of Japan.
   - a. Topography
   - b. Population
   - c. Climate
   - d. Government
   - e. Education
   - f. Imports/Exports
   - g. Chief industry
   - h. Cities
3. Demonstrate his understanding of how the Japanese have come to be famous for their ability to create beauty through simplicity and understatement by writing a paragraph(s) on the subject.
4. Write or relate evidence that the Japanese feel a need to identify with nature.
5. (a) List symbols and universal meanings.
   (b) List symbols and personal meanings.
6. Compare Haiku to other forms of poetry, e.g., cinquain.
   Contrast Haiku to other forms of poetry, e.g., cinquain.
7. Show that he recognizes Japanese art by selecting an example from several other paintings that are not Japanese; also calligraphy.
8. List sense words which imply texture, sound, color, distance and/or movement and mood.
9. Write (compose) his own Haiku.
10. Illustrate his own Haiku.
11. Pantomime or dance creatively the essence of a Haiku.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Bring Japanese art to class.
2. Ask an artist and/or a Japanese to visit the class and discuss Japanese art.
3. Show a film and/or filmstrip about Japan.
4. Make a bulletin board with Japan as the theme with Japanese fans, dolls, or other artifacts.

5. Present minimal line poems: limerick, cinquain, couplet, quatrain. Then introduce Haiku. Read some selections; describe the form and structure.

D. Vocabulary

1. Idioms and expressions

bond with nature
humble respect
captured the . . . people
deals with
heart of things
find time
Splash!

2. Selected Vocabulary

Nouns

smog
culture
reminder
understatement
foliage
gratitude
congestion
dwellers
interior
pastime
reverence
strokes
nature
outings
emphasis
calligraphy
fragrance
inspiration

Verbs

symbolizes
captured
enter
has broken
contains
compresses
characterizes
composed
reflects
reveals

Modifiers

a. Adjectives

vigorous
favorite
leaf
chirping
industrialized
natural
fleeting
akin
single
autumn
wintry

b. Adverbs

highly
fully
frequently
usually

Gerunds

making notes
realizing it
a feeling

Possessive Transformation

dandelion's parachute
dandelions' parachutes

Infinitives

to satisfy
to understand
to suggest
to remember
to represent

Participial Phrases

dyed by my tears; the ... leaves
people, living in a ... land
waiting for the children, the wind
stressing the beauty of simple things
napping in the sun, ... a butterfly
broken time and time again, the moon

V. Culminating Activities

A. Display samples of Haiku* from the film. (Give each student a copy.)

1. Each Haiku is akin to
   each flower we enjoy:
   Nice and lovely in itself
   (Iino)

2. I didn't enter,
   But I looked in reverence ...
   Autumn leaf temple.
   (Buson)

3. This road:
   With no man traveling on it,
   Autumn darkness falls.
   (Basho)

4. Plum blossoms give their
   fragrance still to him
   whose thoughtless hand
   has broken off their limb.
   (Chiyo)

5. Broken time and time
   Again on the sea, the moon
   So easily mends.
   (Chosu)

6. Dyed by my tears
   of gratitude,
   The maple leaves fall,
   (Basho)

7. Butterfly, these strokes
   from my brush are not
   blossoms, only their shadows.
   (Sasoki)

8. Waiting in darkness,
   her smiling face is briefly
   lit by a firefly.
   (Anon)

9. Waiting for the children,
   the wind pushes empty swings
   in the spring rain.
   (Mizumura)

* These samples are from I See The Winds by Kazne Mizumura, Thomas Y. Crowell Company, New York, publishers.

B. Other examples on the film

1. The schoolteacher
   also rings the bell for
   herself to go home.
   (Anon)

2. How noble! The sunbeam
   coming through the foliage
   (Basho)

3. As Mt. Fuji is
   hidden behind the spring haze
   so is Haiku subdued.
   (Iino)

4. Out of one wintry branch
   one bud. One blossom's worth
   at last of summer.
   (Rasetsue)

5. Poor chirping cricket,
   I hope your little husband
   wasn't caught by our cat.
   (Kikaku)

6. Over the snowy forest
   Angry winds howl
   With no leaves to blow.
   (Saseki)

7. Napping in the sun
   on the temples bronze bell
   a butterfly.
   (Buson)

8. Well! hello down there
   friend snail. Where did you
   come from in such a hurry?
   (Issa)

9. Gently, gently
   the wind blows dandelion's
   parachutes into the after-
   noon sun.
   (Mizumura)

10. An old silent pond
    A frog hops into the pond
    Splash! Silence again.
    (Basho)

C. Other samples of Haiku

1. I shall not see peace
   I shall give peace a chance now.
   Now, peace, stay forever.

   Henry Grau
   Florida School for the Deaf

2. Tree, please stay abright
   Thou hast such beautiful leaves,
   It might turn me off!

   Lynnette Knight
   Florida School for the Deaf

3. Last leaf on a tree.
   Old man on a bench nearby;
   Cling! Stay! Refuse to die!

   Gladys Wood
   Tennessee School for the Deaf

4. Red bird, perched atop
   twisted metal, splintered glass
   and bloody ground, sings.

   Gladys Wood
   Tennessee School for the Deaf

5. In my hand, a seed.
   In my hand, vivid color
   perfume, texture. Life.

   Gladys Wood
   Tennessee School for the Deaf

6. Black velvet summer skies
   Round silver spider floats her webs
   Catching crystal flies

   John Bridges
   North Carolina School for the Deaf

D. Discuss with students form and structure. Point out that translations from Japanese into English sometimes poses a problem so that the translation may not rigidly follow specifications.

E. Bring to class pairs of objects that are opposites: something beautiful, something ugly; something hard, something soft; something of a brilliant hue, something dull. Draw lines of structure on the overhead projector or chalkboard, thus:

```
_____ _______ _____ _____ ____
_____ _______ _____ _____ ____ ____ ____
_____ _______ _____ _____ ____
```

Work as a group to produce the first Haiku, using the objects brought in by the students. Then ask each student to write a Haiku.

F. Provide atmosphere. Darken the room. Spray perfume or burn incense. Beat a drum. Pass an object to feel - soft or hard, pleasant or unpleasant. Ask students to draw on senses; look at two objects. Meditate. Think of the objects in relation to nature. Write.

G. Take students outside. Let them run barefoot in the grass if it is spring or summer. Then walk on the pavement. Observe. Meditate. Write. In winter walk in the snow and/or feel the cold. Look for seasonal changes. Look for winter birds. Write.

H. Composition and Grammar

1. Research geographical data on Japan and her people.

2. Theme: a. Haiku Enriches a Person's Life

   b. The Beauty of Haiku
   or
   c. Beautiful Things Are - - -

   d. Beauty is - - - (extended metaphor)

   e. How to Write Haiku

   f. Students' own ideas

*3. Find verbals from vocabulary list.

   a. Use in sentences. Give sentences for identification practice.

   b. Suggest that students try to begin a Haiku with:

   a participial phrase
   an infinitive
   a gerund
   a prepositional phrase

   c. Practice writing sentences using ing words.

   Example: The howling wind frightened me.
   The dancing girl bowed gracefully.

   d. Check test understanding of vocabulary.

4. Review possessive transformation.

   Example: a. The parachute of the dandelion is beautiful.
   The dandelion's parachute is beautiful.

   b. The parachutes of the dandelions are beautiful.
   The dandelions' parachutes are beautiful.

* Use a subtle approach in the melding of grammar within the unit so that it will not detract from the enjoyment of Haiku. Suggest, but by no means demand, memorization of one or two favorite selections.

I. Suggested Questions

1. What moments have you experienced that might inspire Haiku?
2. Do you think the Japanese have more time for Haiku than we do?
3. How do you think the Japanese feel about themselves in relation to nature?
4. Why do the Japanese feel that a simple stone is a wonderful thing? A cricket? A sunbeam? An empty swing? An autumn leaf?
5. Can there be beauty in tragedy? Poetry in stark reality?
6. "A thing of beauty is a joy forever;
   Its loveliness increases.
   It will never pass into nothingness"

   Can you relate this quotation to Haiku?
7. Which, in your opinion, is the most beautiful display: A single interesting piece of driftwood against blue velvet or several expensive vases of idfferent sizes and shapes against blue velvet?

VI. Evaluation

1. Does the child demonstrate growth in understanding and appreciation of Haiku by reading books on the subject, participating in discussions and writing Haiku?
2. Has he shown an appreciation of the subtle relationship between art and literature?
3. Can he describe the structure of a Haiku?
4. Can he with 90-100 % accuracy write correctly data about the country of Japan, the people and customs?
5. Can he write a paragraph about the simplicity and understatement evidenced in Japanese art and poetry?
6. When a selection is given with other forms of poetry, can he select the one that is Haiku?
7. Can he recognize Japanese art?
8. Does he know and use "sense" words?
9. Can he write original Haiku according to specified form, structure and other characteristics?
10. Can he illustrate his own Haiku?
11. In a check would he get a "yes" answer to at least 8 of the above evaluative questions?

VII. Resource Materials

A. Films

1. Expression Through Physical Movement, Media Services and Captioned Films

2. Introduction to a Poem, Media Services and Captioned Films
3. Japan: Land of the Kami, Sterling Ed. Films, Inc.
4. Learning to Feel a Poem, Media Services and Captioned Films

B. Filmstrips

1. Arts in Everyday Life in Japan; Warren Schloat Prod., Inc.
2. Arts of Japan, Educational Activities, Inc.
3. Japan; City Life, Lexington School for the Deaf
4. Japan; Country Life, Lexington School for the Deaf
5. Through the Seasons, Young America

C. Books

1. Atwood, Haiku, the Mood of the Earth, Scribner, New York: 1971.
2. Behn, Harry, Cricket Songs, Harcourt Brace and World, Inc., New York: 1964.
3. Beilensen, Peter, et al, Haiku Harvest, The, Peter Pauper Press, Mount Vernon, N.Y.: 1962.
4. Beilensen, Peter, The Four Seasons, Peter Pauper Press, Mount Vernon, N.Y.: 1958.
5. Iino, Norimato, Hints in Haiku, Philosophical Library, Inc., New York: 1967.
6. Mizumra, Kazne, I See the Winds, Thomas Crowell Co., New York: 1966.
7. Stewart, Harold, A Net of Fireflies, Charles E. Tuttle Company, Rutland, Vt.: 1968.

IN, OUT, UP, DOWN, UNDER, OVER, UPSIDE DOWN
CFD #548

A Captioned Film
for
Primary Level
by
Arrangement With
ACI Films Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 8 minutes

Color

I. Synopsis

This film illustrates seven prepositions: in, out, up, down, under, over, upside down. It is accompanied by a song which is captioned. The isolated prepositions are flashed on the screen as the children demonstrate the actions.

II. Recommended Use

This film should be used at the primary level. It could be used in Music and Language Arts programs. It is recommended that the song*, in captions, be taught first or disregarded as the vocabulary is too difficult for early primary children.

III. Purpose

A. General Objectives

1. To illustrate the use of prepositions
2. To dramatize prepositions used in the film
3. To write sentences using prepositions
4. To increase vocabulary

B. Behavioral Objectives

At the end of this film and related study the students will be able to:

1. Use prepositions in a sentence.
2. Dramatize the prepositions used in the film.
3. Underline prepositions in sentences.

---

*Note: The song is written in its entirety in the Vocabulary section of the guide.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Teach the song. Dramatize it.

2. Have the children draw pictures of some of the phrases.

3. Have the children act out simple sentences which have prepositional phrases. Try to use some of the vocabulary in the film.

D. Vocabulary: The following song is captioned in the film.

In and out, out and in,
Are places that you've always been.
When you're out,
You're not in; when you return you're in again.
When you open doors to go,
You'll go out you know.
When you come back through the door,
You'll find that you are in once more.

In and out, up and down,
Over, under, upside down;
Every day in every way
In and out are words you say.

Down and up,
Up and down; these are places
We can be.
A bird lives up in a tree.
A fish lives down in the sea.
When you look into the sky,
You are looking way up high.
When looking at the ground,
You may find that you're looking down.

In and out, up and down,
Over, under, upside down;
Everyday in every way
Up and down are words we say.

When you're over, you're not under;
Over and under mean different things.
Over means to be above
Something you are speaking of.
When you're under, you're not over;
Under and over mean different things.
Under means to be below
Something up above you know.

In and out, up and down,
Over, under, upside down;
Everyday in every way
Over and under are words we say.

When you're standing on your head,
You're neither up
Or down it's said.
Your feet are up
And your head is down,
And so we say your upside down.

In and out, up and down,
Over, under, upside down;
Everyday in every way
Upside down are words we say.

V. Culminating Activities

A. Draw stick pictures and print phrases or sentence strips of activities pictured in the film. Have the children match them.

B. Let the children give directions to one another: e.g. "John, put the pencil under Mary's chair."

C. Have the children describe their outside play activities.

D. Use objects and toys to demonstrate prepositional phrases.

VI. Evaluation

1. List six prepositions in the film.
2. What toy goes up and down in the film?
3. Where were the clouds?
4. Which animals went in and out of the house?
5. Where was the frog?
6. Who jumped into the water?
7. Draw yourself standing upside down.

VII. Resource Materials

A. Filmstrips

1. Mr. Conjunction, Mr. Preposition and Mr. Interjection, #861, EG
2. Prepositions and Conjunctions, MGH

B. Books

1. Adelman, On and Off the Street, New York: Viking, 1970.
2. Alexander, Martha, Out, Out, Out!, New York: Dial, 1968.
3. Kirkland, Wallace, Walk in the Woods, A, Chicago: Reilly, 1971.

4. Zion, Gene, All Falling Down, New York: Harper, 1951.

C. Other Materials

1. Loops (8mm)

A. Talk About It Series, MGH

JULIUS CAESAR
CFD #549

A Captioned Film
for
Advanced Levels
by
Arrangement With
Bailey Film Associates

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 27 1/2 minutes

Color

I. Synopsis

This film shows key scenes in an abbreviated version of Shakespeare's "Julius Caesar." The adaptation preserves the sense of tragedy which exists in the full-length drama. The first time reader has an opportunity to acquire a grasp of the main themes and threads of action enabling him to better understand the play as he reads it.

II. Recommended Use

The film is designed for use with advanced level students in Literature and Drama. It may be correlated with Social Studies.

III. Purpose

A. General Objectives

1. To form a compact, comprehensible introduction to the original play
2. To aid students in acquiring a grasp of the main themes
3. To clarify the plot and delineate the characters
4. To develop an awareness of ever-existing social and political problems

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Tell how a writer creates a mood for a play.
2. Differentiate between a drama and other types of literature.
3. Compare and contrast Shakespeare to other writers regarding ability to mirror manners and life, delineate characters, weave a plot realistically and cause the reader to empathize and/or sympathize with the characters.
4. Quote examples that show how Shakespeare reminds us of our own experiences and expresses them for us.
5. Write a brief biographical sketch of Shakespeare.

6. (a.) Write a brief summary of the life and times during the Elizabethan Era with emphasis on the theater. (b.) Write a summary of Roman life during the time of Julius Caesar. (c.) Tell what was happening at this time in other areas of the world.

7. Write a synopsis of Julius Caesar.

8. List the antagonist and protagonists in the play.

9. Write a description - personality and appearance - of Julius Caesar and at least one other character in the play.

10. Quote from memory selected excerpts. Suggestions: Antony's oration at Caesar's funeral. Caesar's refusal to grant Publius Cimber freedom, Act III, Scene I. Caesar: "Cowards die many times before their death ... Act II, Scene II.

11. Cite modern instances wherein crowds have been moved to violence and incited to riot.

12. Cite instances which substantiate the theory that citizens of the times believed in the supernatural.

13. Write marginal references (a) based on the supernatural and superstition; (b) based on violence, rioting and assassination.

14. Identify areas of conflict in the the play.

15. Write a brief synopsis of each act.

16. List instances of foreshadowing.

17. Contrast the kind of appeal used by Brutus to justify the murder of Caesar with the kind of appeal used by Antony to condemn the murderers of Caesar.

18. Make a speech using the appeal to reason.

19. Make a speech using the appeal to emotions.

20. Compare and contrast the roles played by Caesar's wife and Brutus' wife.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Make a bulletin board display. Suggestions: A picture of Shakespeare - A picture of an actor who played the role of Julius Caesar - Pictures depicting Roman life of that era

2. Make a frieze of Roman chariots.

3. Make a mural of scenes from the play.

4. Display a picture of Antony on a poster. By the picture place a copy of the oration he gave at Caesar's funeral. Distribute copies. Read it or quote from memory to the students.

5. Discuss assassinations in America and other countries.

6. Tell the students about the assassination scene. Get volunteers for role play to enact the scene:

   Casca: Speak, hands, for me!

   Caesar: Et tu, Brute! Then fall Caesar!

   Cinna: Liberty! Freedom! Tyranny is dead!

7. Show the film at this point after distributing to students the following chart of Acts as seen in the film:

Act I,	Scene 2	Soothsayer scene and Cassius and Brutus discussing the assassination
Act II,	Scene 1	The conspirators' meeting
Act III,	Scene 2	Brutus' speech, Antony's eulogy for Caesar
Act IV,	Scene 3	Brutus' tent, ghost appears
Act V,	Scene 3	Cassius' death
Act V,	Scene 5	Brutus' death
Act V,	Scene 5	Antony's eulogy for Brutus

D. Vocabulary

1. Idioms and expressions

beware
I will not be ... moved
hand licking
common good
This was a man!
right on
hard hearts

chew upon this
It is not fitting
Away!
under leave of
beat us to the pit
bear with me
Et tu, Brute?
count the clock

in the name of all the gods
born ... free
steal away your heart
...it was Greek to me
having no hand in ...
my hour is come

mender of bad soles (a pun)
I meddle with no tradesmen's matters, nor women's matters, but with awl. (a pun)

the breast of heaven (figure of speech)
ambitious ocean swell and rage and foam (figure of speech)
he bestrides the world like a Colossus (figure of speech)
constant as the Northern star (figure of speech)
put a tongue in Caesar's every wound (figure of speech)
Nature might stand up and say ... (figure of speech)
angry, flooding Tiber (figure of speech)

2. Selected Vocabulary

protagonist
pun
endure
underling
decree
grievous

antagonist
ides
torrent
shrewd
repeal
mantle

conflict
soothsayer
wretched
annoy
fatal
utterance

taper
conspirator
controversy
consider
urged
banished
disprove
apparition
proclaim
fortunate
valour (valor)
republic
ransom
convince
elements
conspiracy
bestrides
noble
contriver
constant
ingratitude
couchings
persuade
valiant
offended
slew
flourished
tribune
virtue
suspicious
motive
disdain
interred
muffling
courtesies
persuasion
ambitious
mourned
orator
ruffle

3. Vocabulary Activities

   a. Find other examples of figurative language in the original text.

   b. Find examples of puns.

   c. Translate into Modern English:

      ay
      thou knave
      Nay
      be not out with me
      I pray you, do.
      Knew you not Pompey?
      he doth
      I rather tell thee
      he hath
      wherefore did you ... tempt the heavens
      I must prevent thee
      Art thou anything
      To tell thee thou shalt see me at Philippi
      Thou seest the world
      Thou knows't that we two went to school together

   *Note the use of the second person singular pronoun. Is it consistent? What is the spelling of the second person singular pronoun when used as the direct object?

V. Culminating Activities

A. General

1. Research: a. Assign each student a certain area of the world. (Gaul, Spain, The Orient, Scandinavian countries, Egypt, Asia Minor, Germany, Greece) Tell the student to find out the condition of the country and what was happening there politically and socially at the time of the assassination of Julius Caesar.

   b. What was the role of the female during this period? Did she play a subordinate role? Was she ever active in politics?

2. Tell or write the story of Act I in brief form. Begin with events that happened first and proceed step by step in chronological order to the end of the act. Then in a single sentence state what the act accomplishes. Think of an appropriate title for this act. (Do the same for each act after you finish it.)

3. Pretend. You know who is the best actor in your class. Which character in Julius Caesar would you ask him to portray? Give reasons for your choice.

4. Write a comparison of the orations of Brutus and Antony as to subject, plan and manner of delivery. Are modern orations similar in any respect? Compare with Martin Luther King's "I Have a Dream."

5. This play brings out methods used by rival political parties to gain control of the Roman government. What methods do modern political parties employ to win against their opponents? Have methods changed? Discuss propaganda. Where in this play are propaganda techniques used, if any? Write a composition or have a round table discussion.

6. What type of conflict exists in this play: man against man, man against nature, man against established order, man against self?

7. We speak more often of seeing a play than of hearing one. Pick out scenes in Julius Caesar that you think would be impressive in pantomime. Volunteers act out these scenes in pantomime.

8. Debate: Cassius was a better leader than Brutus.

9. Locate the following quotations and tell when, where and by whom each was spoken:

   a. Ambition should be made of sterner stuff.

   b. This was the most unkindest cut of all.

   c. Oh that a man might know the end of this day's business ere it come!

   d. There is a tide in the affairs of men, which, taken at the flood, leads on to fortune.

   e. Cowards die many times before their deaths; the valiant never taste of death but once.

   f. Men at some times are masters of their fates. The fault, dear Brutus, is not in our stars, but in ourselves that we are underlings.

   g. Yond Cassius has a lean and hungry look. He thinks too much, such men are dangerous.

   h. If you have tears prepare to shed them now.

   i. Good reasons must, of force, give place to better.

   j. The evil that men do lives after them; the good is oft interred with their bones.

10. Rewrite an adapted version of the play. Make a prompt book. Stage the play.

11. Make a booklet of superstitions. Include supernatural instances and superstitions from Julius Caesar.

12. See Macbeth for other suggested culminating activities.

B. Questions for Discussion

1. Act I - Forebodings of tragedy (Scenes I, II, III) How does this set the mood for the play?
2. How does Brutus feel about a conspiracy? How does the expressions of these feelings help to develop his character?
3. Why does Brutus not agree to killing Antony? (see textbook.) "Our course will seem too bloody, Cauis Cassius, to cut the head off and then to hack the limbs." This is a figure of speech. Explain what Brutus really means.
4. How will Decius get Caesar to come out of the house? What does this reveal about Caesar's character?
5. How does Portia persuade Brutus to tell her why he is troubled?
6. What kind of relationship existed between Calpernia and Caesar? (Act II, Scene II)
7. What is the "straw that breaks the camel's back" and provokes the assassination? Was it planned?
8. Why does Caesar react the way he does by saying, "Et tu, Brute," when he sees Brutus among the conspirators?
9. a. Read the speech of Brutus noting the following:
    1. The balanced style from one idea to another
    2. The rational quality of his examples
    3. The emotional effects of his speech
    4. The honesty of his remarks
    5. The use of repetition

   b. Read Antony's speech noting the following:
    1. The appeal to emotion rather than reason
    2. The appeal to selfish interests
    3. Sarcasm
    4. The building up to a climax as he progressively plays on the emotions of the crowd
10. In Act IV, Scene II what happened to the relationship between Brutus and Cassius?
11. What is the purpose of the ghost of Caesar in the play?

12. Make a chart similar to the one below:

	Faults	Admirable Qualities
Caesar	1.	1.
	2.	2.
	3.	3.
Brutus	1.	1.
	2.	2.
	3.	3.
Antony	1.	1.
	2.	2.
	3.	3.
Cassius	1.	1.
	2.	2.
	3.	3.

13. Who is the real hero of the play? Why do you choose him above the others?

14. What is Shakespeare criticizing in terms of political problems? Do these same problems exist today? What does Shakespeare say about mob psychology?

15. What is evident about the Roman culture pattern and about the Elizabethan culture pattern?

16. What was Caesar's attitude toward the poor?

17. With whose point of view do you agree regarding Caesar, that of Brutus or that of Antony?

18. List Caesar's friends and enemies.

19. Who is the protagonist? Who is the antagonist?

20. Why is Julius Caesar classified as a tragedy?

VI. Evaluation

1. Can the student tell how a writer creates a mood for a play?

2. Can he define the terms: drama, comedy, tragedy, antagonist, protagonist?

3. Can he write a summary of Roman life during the time of Julius Caesar? Can he write a summary of the Elizabethan Era? Can he compare the situation in Caesar's time with that in other areas of the world?

4. Can he write a description of a character in this play?

5. Can he quote from memory at least five excerpts from Julius Caesar which are from 1 - 10 lines in length?

6. Can he quote Antony's oration at Caesar's funeral?

7. Can he cite modern instances of riot and violence following a speech?

8. Can he write marginal references based on riots, violence, assassination, superstition and the supernatural?
9. Can he identify areas of conflict in the play?
10. Can he contrast the kind of appeal used by Brutus to justify the murder of Caesar with that kind of appeal used by Antony to condemn the murderers?
11. Can he make a speech using various appeals?
12. Can he write paragraphs of comparison and contrast?
13. See Macbeth for additional suggested evaluative items.
14. Can he get a "yes" answer to 90% of the evaluative items?

VII. Resource Materials

A. Films

1. Genius of Shakespeare, The, VIMC
2. Julius Caesar, Films Incorporated
3. Shakespeare's Country, Park Films
4. Theater Make-Up, AVSF

B. Filmstrips

1. Julius Caesar, Analysis and Interpretation, SVE
2. Julius Caesar, The Plot, SVE
3. Roman Way of Life, The, SVE
4. Shakespeare's London, AVSF
5. Shakespearean Stage Production, AVSF
6. Shakespeare's Theater, AVSF
7. William Shakespeare, AVSF

C. Books

1. Balderstone, J.L., Tales From Shakespeare, New York: Atheneum, 1965.
2. Batchelor, J.F., Superstitious: Here's Why, New York: Harbrace, 1970.
3. Cullum, Al, Shake Hands With Shakespeare, New York: Citation Press, 1968.
4. Dryden, John, Plutarch's Lives, New York: Modern Library Giant Edition, 1969.

5. Duggar, A., Julius Caesar, New York: Alfred A. Knopf, 1969.
6. Fuller, J.T., Julius Caesar, Man, Soldier and Tyrant, New York: Rutgers University Press, 1965.
7. Greenlaw, Edwin, et al, Literature and Life, Book One, New York: Scott, Foresman & Co., 1961.
8. Gunther, J., Julius Caesar, New York: Random House, 1961.
9. Kerman, Gertrude L., Shakespeare for Young Players, Chicago: Harvey, 1964.
10. Lamb, Charles and Mary, Favorite Tales from Shakespeare, New York: Grosset and Dunlap, 1956.
11. Noble, Iris, William Shakespeare, New York: Messner, 1961.
12. Pooley, Robert, et al, England in Literature, New York: Scott, Foresman & Co., 1968.
13. Shipley, J.T., Julius Caesar, A Scene by Scene Analysis and Criticism, New York: AmRDM, 1970.
14. Yardley, E., Supernatural in Romatic Fiction, The, New York: Falcroft, 1969.

MACBETH
CFD#555

A Captioned Film
for
Advanced Level
by
Arrangement With
Film Associates

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 26 minutes Color

I. Synopsis

This film is an abbreviated version of Shakespeare's Macbeth. Among the selected scenes are the confrontation between Macbeth and the witches, the murder of Duncan, Macbeth's vision of Banquo's ghost, Lady Macbeth's sleepwalking scene, and the final duel between Macduff and Macbeth. Interspersed within the play, the episodes in which the witches' prophesies are fulfilled are also shown. The film is a good introduction to the first-time reader and offers an opportunity to acquire a grasp of the main thread of action before reading the play in its entirety.

II. Recommended Use

The film is to be used with Advanced Level students as an introduction to the reading and study of the play as written by Shakespeare. It can be correlated with Art and Social Studies. (It may be adapted for use with Intermediate Level Students.)

III. Purpose

A. General Objectives

1. To form a compact, comprehensible introduction to the original play
2. To aid students in acquiring a grasp of the main themes
3. To clarify the plot and delineate the characters

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Tell how a writer creates a mood for a play.
2. Differentiate between a drama (play) and other types of literature.
3. Compare/contrast Shakespeare to other writers regarding ability to mirror manners and life, to delineate character, to weave a plot realistically and cause the reader to empathize and/or sympathize with the characters.

4. Quote examples that show how Shakespeare reminds us of our own experiences and expresses them for us.
5. Write a brief biographical sketch of Shakespeare.
6. Write a paragraph or paragraphs relating the plot of Macbeth.
7. List the antagonists and protagonists in the play.
8. Describe the main characters: Macbeth and Lady Macbeth according to personality.
9. Quote from memory at least one soliloquy.
10. Cite modern instances wherein the pressures of personality and circumstance leads and/or forces a person to do certain things.
11. Cite scenes which indicate whether Lady Macbeth is troubled by her involvement in the murder.
12. Demonstrate his knowledge of the history of the Elizabethan Era and its theaters by writing correctly a brief summary.
13. Differentiate between resulting events based on superstition and those based on fact.
14. Write marginal references concerned with the supernatural and superstition.
15. Identify areas of conflict in the play and explain whether the conflict is man against man, man against nature, man against self, or a combination of these.
16. Make a prompt book.
17. Write a brief imaginary biography of Macbeth in a modern setting.
18. Write an analytical study of one of the main characters in Macbeth.
19. Write a brief synopsis of each act and tell (write) in one sentence the main points of each act.
20. List symbols found in Macbeth and give the universal meaning of each.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Display pictures of Shakespeare, the Globe theater, and, if possible, pictures of some actor and/or actress who played the roles of Macbeth and Lady Macbeth respectively. Display a picture of 3 witches.

2. Tell the students that the setting is in Scotland. Using a wall map, locate Scotland. Give a brief lecture (geographical and historical data) on Scotland. Tell them that a man named Macbeth really existed at this time (1040).

3. Explain how succession to the throne of Scotland was determined in the time of Macbeth.

4. Discuss witchcraft, ancient and modern. Dramatize the opening scene (witches.) Ask students to role play. Discuss superstition and the effect it has on people. Discuss greed and ambition. List the prophecies the witches made and ask students to watch for the predictions and see if and how they come true. Role play the sleepwalking scene.

5. Give a brief synopsis of the play.

D. Vocabulary

hurly-burly
heath
plight
integrity
minion
censure
flout
oblivious
lavish
deign
corporal
herald
antidote
surmise
cleave
taint
liege
dauntless
barren
rancour
grapple
ecstasy
jocund
equivocate
quell
indissoluble

fortitude
cloistered
venom
humane
tedious
hoodwink
abjure
prattle
coveted
interim
nigh
reconcile
malady
benediction
arbitrate
treatise
guise
recompense
wanton
harbinger
chastise
metaphysical
dire
sacrilegious
entreat

credulous
gall
shoal
chalice
avaricious
contrive
sanctity
diminutive
sear
sceptre
laudable
rend
braggart
whetstone
perturbation
pristine
strut
usurper
rabble
purveyor
abhorred
surcease
speculative
adhere
knell

V. Culminating Activities

A. General

1. Students will dramatize certain scenes.
   Example: The witches initial scene
   Lady Macbeth's sleepwalk
   Macbeth and Macduff's duel

2. Construct or draw the Globe theater.

3. Make a chart with the heading:

Characters	
Main	Subordinate

List the characters from the play under the appropriate heading.

4. List the women characters.

5. (a) Write a paragraph of comparison. Compare Lady Macbeth with Ophelia in Hamlet; with Desdemona in Othello.

(b) Write a paragraph of contrast. Contrast Lady Macbeth and Macbeth.

6. Match the quotations with the name of the person who spoke the lines.

Quotations	Character
a. Look like the innocent flower But be the serpent under't	
b. Unsex me here, and fill me from the crawn to the toe top full of direst cruelty	
c. I have no spur to prick the sides of my intent	
d. It is too full of the milk of human kindness	
e. We have scotch'd the snake, not killed it	
f. Screw your courage to the sticking-place	
g. Nothing in his life became him like leaving it	
h. All our yesterdays have lighted fools the way to dusty death	
i. There's daggers in men's smiles	
j. Lay on, Macduff; and damned be him that first cries, "Hold, enough!"	

7. Although Macbeth was capable of murder he possessed several desirable character traits. Describe two or three characteristics of Macbeth's personality which are admirable.

8. Match the words in column A with those terms in column B which mean the opposite, or nearly the opposite.

A

1. Sacrilegious
2. Oblivious
3. credulous
4. benediction
5. avaricious

B

a. aware
b. unselfish
c. pious
d. curse
e. unbelieving

9. Rewrite the script for a school production. Make a prompt book. Give the play.

10. Make a list of "sayings" we use today that are excerpts from Shakespeare's work.

11. Make a booklet of songs and poems found in Shakespeare's plays.

12. (a) Make a booklet of superstitions; try to trace the origins.
    (b) List marginal references concerned with the supernatural.
    (c) Make a display of universal symbols.

B. Questions for Discussion

1. How does the first scene involving the three witches set the mood for the play? What does Scene I foreshadow?

2. How does Macbeth show that he is interested in what the witches have to say?

3. Is Lady Macbeth's reaction and subsequent involvement in the murder more or less than the natural desire to see her husband achieve success? Who is more guilty, Macbeth or Lady Macbeth? Defend your point of view.

4. What is the apparent mood of King Duncan when he visits the Macbeth home? What is ironic about his entering speech (Act 1, Scene VI.)

5. Why does Lady Macbeth walk in her sleep?

6. Who finally kills Macbeth? Why?

7. Is the play didactic? If so, what is the lesson to be learned?

8. Do you ever at any point in the play sympathize with Macbeth?

VI. Evaluation

1. Can the student tell how a mood is created in a play?

2. Can he write a brief synopsis of Macbeth naming the main characters?

3. Can he quote from memory brief excerpts from Macbeth?

4. Can he quote or find examples from Shakespeare's work that remind him of his own experiences.

5. Can he cite modern instances similar to Macbeth's experience wherein the pressures of personality and circumstances leads

or forces a person to do a certain thing that he would ordinarily not do.

6. Can he give a brief biographical sketch of Shakespeare?
7. Can he compare and contrast Shakespeare's ability with that of another given writer?
8. Can he write a brief description of the Elizabethan Era?
9. Can he list the antagonist and protagonist?
10. Can he identify areas of conflict in the play?
11. Can he write marginal references concerned with the supernatural and superstition?
12. Can he differentiate between resulting events based on superstition and those based on fact?
13. Can he write a brief synopsis of each act? Can he write in one sentence the main points of each act?
14. Can he list symbols found in Macbeth?
15. Can he make a prompt book?
16. Can he write an analytical study of a character?
17. Can he make a display of universal symbols and discuss how they came to represent what they do?
18. Can he present a point of view and defend it with supportive evidence?
19. Would he get a "yes" answer to from 12 - 19 of these items listed?

VII. Resource Materials

A. Films (Super 8mm - Loops)

1. Genius of Shakespeare, The, (Series I-H), VIMC
2. Macbeth: Analysis and Interpretation, SVE
3. Macbeth: The Plot, SVE
4. Shakespeare's Country, Park Films
5. Theater Make Up, AVSF

B. Filmstrips

1. Elizabethan Poetry, VIMC
2. Genius of Shakespeare, The, VIMC

3. Shakespeare's London, AVSF
4. Shakespearean Stage Production, AVSF
5. Shakespeare's Theater, AVSF
6. William Shakespeare (biography), AVSF

C. Books

1. Balderstone, J.L., Tales from Shakespeare, New York: Atheneum, 1965.
2. Cullum, Al, Shake Hands With Shakespeare, New York: Citation Press, 1968.
3. Greenwalt, Lambert, The Student's Macbeth, New York: Globe Book Company, 1968.
4. Kerman, Gertrude L., Shakespeare for Young Players, Chicago: Harvey, 1964.
5. Lamb, Charles and Mary, Favorite Tales from Shakespeare, New York: Grosset and Dunlop, 1956.
6. Noble, Iris, William Shakespeare, New York: Messner, 1961.

MY OLD MAN
CFD #561

A Captioned Film
for
Advanced Level
by
Arrangement With
Encyclopedia Britannica Educational Corporation

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 27 minutes Black and White

I. Synopsis

This film takes us through many cities in Europe as Joe Butler follows his father from one race track to another. Joe's world is the tough, cynical world of horse racing. With his jockey father, Joe has a rootless existence. He lives among people who speak another language; he does not go to school; he has no friends his own age. Joe's father is his whole world. As long as Joe's image of his father remains untarnished, Joe feels safe.

The way Joe sees his father and the way the viewer of the film sees him are not quite the same. The Old Man is fighting his demons--age, a tendency to gain weight, a weakness for drinking alcoholic beverages, and a reputation as a crooked jockey. His one redeeming quality is his love for his son.

Joe cannot perceive, or will not acknowledge, his Old Man's human failures. Joe's dilemma is the conflict between our knowledge and our wishes, between the world of fact and the world of dreams.

II. Recommended Use

This film is recommended for use with advanced level students.

III. Purpose

A. General Objectives

1. To introduce the student to the short story as a specific literary type or to reinforce his previous knowledge of this area of literature
2. To help the student understand how an author reveals the character of the fictional individual he has created
3. To guide the student to an understanding of the true nature of man, who is made of varying percentages of strong traits and weak traits

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. List and explain the purpose of the basic elements in a short story.
2. Write an explanation of the interrelationship of the basic elements.

3. Name areas of conflict in the story.

4. Show that he thinks logically ("straight thinking") by expressing his ideas on certain aspects of the story and providing supportive evidence.

5. Give a brief biographical sketch of the author, Ernest Hemingway.

6. List the main characters. Write a description of the father and of the son with emphasis on personality traits.

7. Write a paragraph explaining the author's purpose for writing the story.

8. Relate the surface story. Relate the in-depth significance.

9. Write in one or two sentences the theme, the basic idea, of the story.

10. List instances that may have symbolic significance.

11. Demonstrate his knowledge, whether obtained vicariously or through personal experience, of race tracks and betting.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. If possible, arrange to show this film and read the story at a time when a race may be seen on television.

2. Clip and display articles about different kinds of horse racing.

3. Assign research on jockeys with emphasis on height, weight, and disposition.

4. Assign research on horses. Ask students to classify them and write a composition about one type of race horse.

5. Have a discussion on father-son relationships. Ask students to watch the film and look for evidence to support their opinion concerning the father-son relationship in this film.

D. Vocabulary

1. Idioms and Expressions

cut out to be
It sure is hell
Old Man
What's the matter?
I was nuts about...
swell
eases off
a couple

cut me in
the heck with it
a mess
win-place-show
skins
fool around
It's funny
pretty good

working out
gang
looked like nothing but run
pay it back
Whats the dope?
Crooked deals he's pulled

2. Selected Vocabulary

Nouns

steeple chase
jockey
wilderness
bulb
jumper
meter
license
hurdle
guy
deal
suppertime

Verbs

bought
squeezed
reached
arrived

Verbals

plunging
sweeping
betting

Adjectives

doleful
roly
funny
crooked
hill

Adverb

finally

V. Culminating Activities

A. General

1. Research. Write a brief biography of Ernest Hemingway.

2. Plan a simulated horse race game.

   a. Make cardboard horses with jockeys on them. Give each horse a number. Each student will "place a bet." The teacher will ask questions about the film. For each correct answer, that person's horse can move forward. The horse which has moved farthest forward at the end of the quiz is declared the winner.

   b. Variations: instead of cardboard use felt horses to be used on a flannel board. Use magnetized horses on the chalkboard.

3. Debate: Resolved forms of gambling that should be legal.

4. Place the following on the overhead and/or distribute. Ask students to fill in the correct information.

   a. Plot

   b. Setting

   c. Characters

   d. Theme

5. List Butler's weaknesses and strengths. List possible reasons why he drinks, why he bets, why he is willing to "throw a race."

6. Discuss possibility of athletes "throwing a game" in football, basketball, boxing.

7. Write a theme on types of horseracing.

B. Language Related Activities

1. Find at least ten instances of ungrammaticality. Rewrite these sentences as they would be writtem if grammatically correct. Discuss why the sentences are written the way they are in the story.

2. Find sentences in the story in which (a) the word "funny" means comical, (b) the word funny means strange, odd.

3. Use the following words in a sentence as participles, as gerunds, and as verbs: plunging, sweeping, betting.

4. The word "bulb" in the story is used to mean (a) a flower bulb, (b) an electric light bulb, (c) a rubber bulb that can force air through a tube if squeezed (d) other.

5. Use the word "hurdle" as a concrete noun and as an abstract noun. Use "hurdle" as a verb.

6. Write the principle parts of the verbs bought and squeeze. Use each form in a sentence.

C. Questions for Discussion

1. Joe's father was his whole life. Is this a healthy situation? Discuss.

2. As you watched the film how did you feel about Butler? (a) contemptuous, (b) disgusted, (c) sympathetic, (d) understanding, (e) other. (Choose one, discuss your reason.)

3. Is the chief conflict in the story (a) man against nature (b) man against man (c) man against self (d) a combination of two or more of the foregoing.

4. Explain Joe's attitude when his father revealed that the jockey riding Kzar had thrown the race.

5. As Joe became aware of his father's imperfections, did his love for him grow less? Discuss.

6. Does the author ever say, "This is a bad/good man"? How are you led to conclude certain things about the man's character and personality? What techniques does the author use to make you do this?

7. "Seems like when they get started they don't leave a guy nothing." Discuss. Think of parallels in your own life or in stories you've read.

8. We have said that Joe's dilemma was conflict between what we know is true, and what we wish were true. Can you relate this to your own experience or to the experience of someone you know or have read about?

9. Joe uses profanity. Is this an indication that he is a "bad" boy? Why? Why not?

10. Is there anything symbolic about the horses; the foreign language; the girl he never sees again? Is there special significance in the fact that Butler begged to be allowed to buy the horse, Gilford, and this is the horse that killed him?

11. What is significant about the fact that Joe thought of the horse as he knelt by the body of his dead father?

12. Compare Butler and son with the old man and boy in Hemingway's The Old Man and the Sea.

VI. Evaluation

1. Can the student explain the purpose and interrelationship of the basic elements in this story?

2. Can he name correctly the areas and types of conflict in the story?

3. Can he demonstrate his ability to think logically?

4. Can he write a description of a person with emphasis on personality traits?

5. Can he relate the events in My Old Man and give his idea of the in-depth significance of the story?

6. Can he summarize the story giving the author's purpose?

7. Can he demonstrate what he has learned about racing by writing a composition or conveying the information via whatever method of communication he uses?

8. Does he show through action, attitude and theme writing that there has been a modification of his behavior in making judgments concerning other people?

9. Can he give a brief biographical sketch of Hemingway?

10. Can he write a paragraph of comparison and contrast? (Especially of the characters in The Old Man and the Sea and My Old Man)

11. Can he find instances of symbolic significance in the story?

12. Will he get, when checked, a "yes" answer for 80-90% of the foregoing items?

VII. Resource Materials

A. Films

1. Black Beauty, FI

2. Courage of Black Beauty, FI

3. Dad and Me, KSP

4. Day at the Races, A, FI

5. Flicka, FI
6. Florian, FI
7. Gypsy Colt, FI
8. National Velvet, FI
9. Red Pony, The, FI
10. Sad Horse, The, FI
11. Set Up, The, FI
12. Smoky, FI
13. Stormy, FI
14. Tennessee Champ, FI

B. Filmstrips

1. Alcohol, SVE
2. Modern Development of the American Short Story, SVE
3. Puritan Ethic, The, WSP
4. Who Am I, SVE

C. Books

1. Buck, F.S., Horse Race Betting, New York: Areo, 1965.
2. Goodall, D.M., Horses of the World, New York: Macmillan, 1966.
3. Hemingway, Ernest, The Old Man and the Sea, New York: Charles Scribner's Sons, 1952.
4. Howley, M.O., Horse in Myth and Legend, New York: Wehman, 1950.
5. May, J., Horses: How They Came to Be, New York: Holiday, 1969.
6. Mellin, J., Horses Across the Ages, New York: Dutton, 1960.
7. Murphy, G., Horse Lover's Treasury, New York: Doubleday, 1968.
8. Scullin, J.D., Horse Racing from A to Z, New York: Landau, 1961.
9. Simpson, G.G., Horses: The Story of the Horse Family in the Modern World and Through Six Million Years of History, London: Oxford University Press, 1960.
10. Steele, W., Horses, Bet and Win, New York: Wehman, 1952.
11. Sutton, F., Horses of America, New York: Putnam, 1969.
12. Turgener, I., Fathers and Sons, New York: Norton C. Norton,1965.

D. Transparencies

1. The Construction of a Short Story, SED

ROSIE'S WALK
CFD #566

A Captioned Film
for
Primary Level
by
Arrangement With
Weston Woods

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 5 minutes Color

I. Synopsis

This is a beautifully illustrated film which follows Rosie, a hen, as she strolls across the yard with the sly fox following her. Rosie is not aware that the fox is behind her. Rosie goes around the pond, over the haystack and under the beehive. Each time the hen is within grasp of the fox, an obstacle prevents him from catching her. The fox is a sly but rather clumsy fellow who falls in the haystack and knocks over the beehive. Fortunately, Rosie arrives home safely in time for dinner.

II. Recommended Use

This film should be used at the primary level. It presents an excellent reinforcement of prepositional phrases. It could be used very effectively in Science and Language Arts programs.

III. Purpose

A. General Objectives

1. To reinforce farm vocabulary
2. To illustrate nine prepositional phrases
3. To develop the concept of sequence in the story
4. To stimulate an interest in reading
5. To introduce the concept of one animal's dependency on another as a food source

B. Behavioral Objectives

At the end of this film and related study the children will be able to:

1. Name the animals.
2. Draw pictures illustrating the prepositional phrases.
3. Retell the story.
4. Read supplementary books.
5. Discuss the dependency of one animal on another as a food source.

IV. Preparation

- A. Preview
- B. Select own objectives
- C. Motivation
  - 1. Bring a hen to class.
  - 2. Display books about the farm.
  - 3. Make a bulletin board using pictures of the prepositional phrases.
  - 4. Visit a taxidermist.
  - 5. Bring stuffed animals to class.
  - 6. Visit a zoo.
- D. Vocabulary
  - 1. Idioms and Expressions

    for dinner

    Buzzz ...

  - 2. Selected Vocabulary

    Nouns

    farm
    walk
    hen
    nest
    house
    goat
    fox
    bees
    tractor
    yard
    pond
    haystack
    mill
    fence
    beehives

    Verbs

    was
    fell
    catch
    followed

    Prepositional Phrases

    across the yard
    around the pond
    over the haystack
    past the mill
    through the fence
    under the beehives
    in the pond
    around the tree
    under the hen house

V. Culminating Activities

- A. Dramatize the story.
- B. Visit a poultry farm.
- C. Construct a miniature farm.
- D. Print prepositional phrases on sentence strips.

E. Display pictures of prepositional phrases.

F. Make a mural of the story.

VI. Evaluation

1. Retell the story.
    - a. Use the miniature farm.
    - b. Use stick pictures.
    - c. Arrange stick pictures in proper sequence.

2. Match pictures of prepositional phrases with printed sentence strips.

3. Where did Rosie Walk?

4. What happened to the fox?

5. Did the fox catch the hen?

6. Name the animals you saw in the film?

7. Did Rosie walk under the fence?

8. Why did the fox want to catch the hen?

VII. Resource Materials

A. Films

1. Farm Animals, EBF

2. Farm Babies and Their Mothers, FAC

3. Mother Hen's Family, COR

4. One Day on the Farm, COR

B. Filmstrips

1. Chicken Little, UE

2. Life on the Farm, EBE

3. Farm Animals and Pets, SVE

4. Little Red Hen, the, YAF

C. Books

1. Berg, Jean, The Little Red Hen, Chicago: Follet, 1953.

2. D'Aulaire, Ingri and Edgar, Don't Count Your Chicks, New York: Doubleday, 1956.

3. D'Aulaire, Ingri and Edgar, Animals Everywhere, New York: 1954.

4. Hurd, Clement, Willy's Farm, New York: Harper, 1960.
5. Hurd, Clement, The Day the Sun Danced, New York: Harper, 1965.
6. Hutchins, Patricia, Rosie's Walk, New York: Macmillan Co., 1968.
7. Ipcar, Dahlov, One Horse Farm, New York: Doubleday, 1950.
8. Ipcar, Dahlov, I Like Animals, New York: Knopf, 1960.
9. Ipcar, Dahlov, Ten Big Farms, New York: Knopf, 1958.
10. Lenski, Lois, The Little Farm, New York: Walck, 1942.
11. Podendorf, Illa, Animals and More Animals, Chicago: Children's
12. Tenoen, Ruth, Come to the Farm, Chicago: Reilly and Lee, 1949.
13. Tresselt, Alvin, Wake Up Farm, New York: Lothrop, 1955.

D. Other Materials

1. Farm and Ranch Animals, SVE
(study prints - 18" x 13")

NOTE TO TEACHER: Complete scripts for each film are an experimental idea. Captioned Films would appreciate your reactions to this sample script.
Address your responses to:
Dr. Howard M. Quigley, Director
Educational Media Distribution Center
5034 Wisconsin Ave. N.W.
Washington, D.C. 20016

ROSIE'S WALK

And now Rosie's Walk. Rosie the hen went for a walk. Across the yard. Around the pond. Over the haystack. Past the mill. Through the fence. Under the beehives. (Buzzzzzzzzz) And was home for dinner.

THE HUNTER
CFD # 546

A Film*
for
Intermediate and Advanced Levels
by
Arrangement With
Communico

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 15 minutes

Color, no narration

I. Synopsis

A boy is given a B-B gun for his birthday. He runs outside and plays "Cowboys and Indians." He learns to aim and fire the gun. As the film continues, the mood changes. The boy begins to use his gun for hunting. He finally shoots a bird. Realizing that he has taken a life, he is overcome with grief.

II. Recommended Use

This film does not have captions. However, it could be used in the following ways:

1. As the opening of discussion on why some wildlife species are threatened with extinction
2. As a film about the nature of violence
3. As a sensory awareness film
4. As an introduction to a discussion of values
5. As an assignment for students in Language Arts to view the film and then write a composition describing the boy's activities and moods.

This film is recommended for intermediate and advanced students.

III. Purpose

A. General Objectives

1. To develop an appreciation for the beauty and balance in nature
2. To strike subtly against violence while it extols man's kinship with nature
3. To realize that the willful and useless killing of our wildlife will soon lead to their extinction

*Note: This film is not captioned.

4. To cause pupils to think of their value placement

B. Behavioral Objectives

At the end of the film and related study, the student will be able to:

1. Discuss why some wildlife species are threatened with extinction.

2. Express how their feelings on violence toward nature was affected by the movie.

3. List under what conditions wildlife species should be taken.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Discuss some of the many wildlife species that were once plentiful and are now extinct.

2. Have pupils cite examples where they have seen senseless acts of violence toward nature.

3. Let the students discuss any situations they have had with taking the life of any wildlife species.

D. Vocabulary

1. The teacher should select vocabulary that would be appropriate for her level and purposes.

V. Culminating Activities

A. Have the class begin with study on buffaloes of Early America. Learn how Indians depended on buffaloes for food, clothing and shelter. Learn how buffaloes were threatened with extinction and how our Federal Government took action to prevent the extinction of this species.

B. Have the students do some research on State and Federal laws that protect certain wildlife.

C. Help the students plan a project that will help maintain the balance of nature. Projects such as planting trees, cleaning up pollution in the air, water, and land may be very beneficial to all.

VI. Evaluation

1. Where did you see the beauty of nature in the film?

2. Where did you see violence being displayed in the film?

3. Why do children like to play with guns?
4. Why did the boy cry when he shot the bird?
5. Why do men kill wildlife when they don't need the food?
6. If you could change any part of this film, what part would you change?
7. Name some wildlife that once lived, but are now extinct.
8. If you could have told the boy in the film something before he shot the bird, what would you have told him?

VII. Resource Materials

A. Films

1. Birds In Your Backyard, CFD #533, Florida Ed.
2. Drowning Bay, The, King Screen Prod.
3. From the Face of the Earth, King Screen Prod.
4. Harmony of Nature and Man, King Screen Prod.

B. Filmstrips

1. Animals - Helpful and Harmful, LA
2. Deciduous Forest, WSP
3. Ecology at Work: The Case of the Bighorn Sheep, WSP
4. Environmental Awareness, LA
5. Environmental Value Conflict, WSP
6. Saving What's Left, Eye Gate
7. Stories of Animals Which Share an Environment, LA
8. What is Ecology?, WSP

C. Books

1. Cadbury, Community of Living Things, Creative, 1960.
2. Disney, Walt, World of Nature, Western, 1965.
3. Earle, Olive, Strange Companions In Nature, Morrow, 1966.
4. Fenton, Carroll, Animals That Help Us, Putnam, 1959.
5. McClung, John, Vulcan: The Story of A Bald Eagle, Morrow, 1955.
6. McClung, John, Whooping Crane, Morrow, 1959.

7. McClung, John, Shag, Last of Plains Buffalo, Morrow, 1960.
8. Pearson, Wanda, The American Buffalo, Steck, 1961.
9. Ravielle, Anthony, Rise & Fall of the Dinosaurs, Parents, 1963.

D. Transparencies

1. Environment and Pollution Education, LA
   (includes set on wildlife extinction)

E. Study Prints

1. Baby Animals of the Wild, LA
   (Eight 13" x 16" color prints)
2. Our Ecology, LA

THE LOTTERY
CFD #554

A Captioned Film
for
Advanced Levels
by
Arrangement With
Encyclopedia Britannica Educational Corporation

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 18 minutes — Black and White

I. Synopsis

This film shows the senseless and often brutal way human beings hang on to customs and tradition. The action takes place in a small town where once each year a lottery is held. A group of decent, ordinary families gather on a June morning to perform this customary ritual. The matter-of-fact way in which the ceremony is conducted accentuates its senselessness and brutality.

In the film the heads of families draw lots first. If a man draws the lot with the black spot on it, slips are put back in for each member of his family. Then he returns the slip containing the black spot. A second drawing takes place to determine which member of the family will be stoned.

II. Recommended Use

This film is designed for use with the advanced level students. It could be adapted for use with intermediate level students. The story is included in many college level texts.

III. Purpose

A. General Objectives

1. To motivate the student so he will ask questions about tradition.
2. To stimulate the student to observe and gather evidence of man's inhumanity to man; to aid in the growth of understanding and judgment.
3. To lead students to question why a certain custom and/or tradition exists; to weigh the good and bad ramifications and determine whether such a custom or tradition is worthy of continuation.
4. To develop an awareness of what it's like to be a human in a universe that is sometimes hostile, sometimes friendly.

B. Behavioral Objectives

At the end of this film and related study the students will be able to:

1. Write a brief synopsis of the surface story.

2. Write a paragraph(s) explaining the in-depth significance of the story.
3. List symbols found in the story and give the universal meaning.
4. List symbolic situations and explain one's personal interpretation.
5. List marginal references pertaining to outmoded customs and traditions.
6. Distinguish between the terms irony, satire, symbolism, allegory, fable.
7. Explain the law of probability.
8. Compare the actions of the people in The Lottery with that of the people in A Fiddler on the Roof; in Purlie Victorious; in The Mending Wall.
9. Compare existing traditions and customs that may be senseless with that of The Lottery.
10. List customs and traditions that should continue and give supportive evidence.
11. Debate why a certain custom should or should not continue.
12. Define the term "scapegoat" and, if possible, give an example of one.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Make a bulletin board of gambling devices.
2. Conduct a classroom lottery.

   Example: Sell chances on a cake (then return the students' money and serve the cake.)
3. Discuss national lotteries designed to gain revenue for educational purposes.
4. (a) Discuss why it is legal to gamble in some places, illegal in others.
   (b) Why some forms of gambling is accepted (raffles in churches.)
   Why other forms of gambling is not accepted (the "numbers" racket.)
5. Use a box similar to that in The Lottery. Tell the students that grades in English will be distributed by means of a lottery. Each will draw a slip from the box. Whatever grade is on the slip will be their grade for the six weeks. (Make the students think you are serious. Note how many protest; how many eagerly accept; how many reluctantly accept this method.)

6. Show color slides of Las Vegas; casinos in the Bahamas.

7. Make a collection of pictures depicting what you consider a senseless custom.

D. Vocabulary

1. Idioms and expressions

T.V. dinners
This'll do it.
That should do it.
came a-running
nothing but trouble
drawing
take a chance
(take their chances)
start over
a good sport
that-a-girl
up front
head of families
get this over with
next
ain't
give up
(giving up)
take your time

2. Selected Vocabulary

Nouns

scapegoat*
pest
lottery
pack
fair
slip
probability*
prejudice
irony
favoritism
duty
master
postmaster
chickweed
custom
law
tradition*

Verbs

swear
perform
prescribed
dictated
appoint
take

Verbals

joking
to choose

Modifiers

Adjectives

folded
stewed

Adverbs

solemnly

Particle

looked out
come on

* Related words not used in the film.

V. Culminating Activities

A. (See Motivation)

B. General

1. Show a film depicting certain ethnic customs.

   a. Fiddler on the Roof, if possible. (Take class to see the film if it is showing at a nearby theater.)

   b. Discuss custom that demanded oldest daughter must be wed before other girls could marry

2. Discuss Amish customs.
    a. They do not send boys to high school.
    b. Girls do not go to school.
    c. They do not own automobiles.
3. Discuss prejudicial and discriminating customs that were in existence relating to Blacks.
    a. Sitting in the rear of a bus
    b. Sitting in the front car of a train
    c. Not allowed to eat in restaurants
    d. Drinking from a separate water fountain
    e. Sitting in separate "waiting" rooms
    f. Sitting in the balcony at theaters
4. (a) Make a booklet of marriage customs around the world.
   (b) Make up an original marriage ceremony.
5. Discuss "our way of life;" "stay in your place."
6. Refer to Robert Frost's "Mending Wall" as a marginal reference on custom and tradition without a good reason for continuation.
7. Discuss the symbolism in the story:
    a. The black spot
    b. The circular ring of people
    c. The old man
    d. Tessie who was very pleasant and happy until it was determined that she would be the victim; she never said, "stop this custom." She only said, "It isn't fair." when she happened to be the victim.
    e. The black box
    f. The stones
    g. The children
8. Relate the following true incidents and discuss in terms of custom, tradition and man's inhumanity to man.
    a. A young white girl in South Africa had surgery on the adrenal glands. After surgery her skin turned black. She is no longer considered white and thus is subjected to the same senseless prejudice and discrimination that born-black South Africans suffer. Her mother's agony is not concerned with the unfair

treatment. She wishes only that some miracle will make her daughter's skin white again. Said the mother, "I believe in white supremacy." (Jacksonville Journal, July 23, 1972)

b. A white man deliberately subjects himself to injections that will turn his skin black. He travels through the U.S. to see what it's like to be black and gathers data on the customs that relegate citizens to certain states and causes them to suffer from prejudice and discrimination because of pigmentation of the skin.

9. Make a collection of customs (a) based on superstition (b) handed down from generation to generation.

10. Write a paragraph telling about one of your family customs or traditions that you like or dislike.

11. Discuss the plausibility of the story.

    a. Could it happen here today?

    b. Could it have happened in early colonial times?

    c. Could it have happened in ancient times?

12. List customs and traditions you consider ridiculous and/or inhumane. Explain why.

13. Discuss various church rituals and their value.

C. Questions for Discussion

1. What is a scapegoat? Who is the scapegoat in this story?

2. Is this story plausible?

3. What is the fundamental irony of the story?

4. What is the significance of the fact that part of the ritual has been forgotten and the original box lost?

5. Discuss varying attitudes toward the ritual:

    a. Old Man Warner
    b. Mr./Mrs. Adams
    c. Mrs. Hutchinson
    d. The villagers in general
    e. The children

6. The story is an allegory. What is an allegory?

7. What does the author say through this story about human nature and human society?

8. Tessie was innocent of any crime. She was the scapegoat; the winner of the lottery. Does this fact make the stoning more or less horrible?

9. Why do the people hold the lottery? Can it be traced back to Biblical times when a living sacrifice was made to God because the people believed they would then be blessed

with a bountiful harvest? What did the old man say that may support this point of view?

10. Discuss the following topics found in the lottery as it relates to our present day society:

    a. violence
    b. capital punishment
    c. custom and tradition
    d. scapegoats and innocent victims of circumstances

11. What do you think the author wants us to think of now that the story is over?

VI. Evaluation

1. Can the student write (relate) the events as they happen? (surface value)
2. Can he write his own interpretation of the significance of the story?
3. Can he list and interpret universal symbols found in the story?
4. Can he list at least five marginal references?
5. Can he define: irony, symbolism, allegory, plausible, law of probability, scapegoat?
6. Can he list gambling devices? Can he differentiate between harmful gambling and that with less harmful consequences?
7. Can he write why a certain custom or tradition should be stopped (or continued) and support his contention with evidence or logical thinking?
8. Can he discuss with supportive evidence what he thinks the author has portrayed about human nature and human society?
9. Can he discuss group dynamics as it pertains to a group accepting the dictates of one or more people?
10. Can he write an analysis from a philosophical, psychological and/or metaphysical point of view?
11. Can he write a brief biography of the author's life? Can he compare this author with Lorraine Hansberry, another short-lived writer?
12. Can he get a plus(yes) measurement for at least 10 of the 12 evaluative items?

VII. Resource Materials

A. Films

1. A Discussion of Shirley Jackson's "The Lottery," EBE
2. Archaeology and the Living Old Testament, Concordia Films

B. Filmstrips

1. Daily Life in the Ancient World, IFC
2. Living in Colonial America, IFC

C. Books

1. Altizer, Thomas J., Symbolism, Englewood Cliffs, N.D.: Prentice Hall, 1962.
2. Anderson, W.A., Society - It's Organization and Operation, New York: D. Van Nostrand Co., Inc., 1964.
3. Eichler, Lillian, The Customs of Mankind, Garden City, N.Y.: Doubleday, 1924.
4. Hexter, J.H., Traditions of the Western World, Chicago: McNally, 1967.
5. Jackson, Shirley, Haunting of Hill House, The, New York: The Viking Press, 1959.
6. Jackson, Shirley, Road Through the Wall, The, New York: The Viking Press, 1961.
7. Jackson, Shirley, We Have Always Lived in the Castle, New York: The Viking Press, 1962.
8. Jackson, Shirley, Witchcraft of Salem Village, New York: Random House, 1956.
9. Murray, Margaret A., The God of the Witches, London: Oxford University, 1970.
10. Ogburn, William Fielding, Social Change, Gloucester, Mass: P. Smith, 1965.
11. Perrine, Laurence, Story and Structure, New York: Harcourt Brace and World, 1970.
12. Smith, Susy, A Supernatural Primer, New York: Bell Publishers, 1966.

Z IS FOR ZOO
CFD #582

A Captioned Film
for
Preschool and Primary Levels
by
Arrangement With
ACI Films, Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 9 minutes

Color

I. Synopsis

This film provides an excellent illustration of the following action verbs - walk, clean, eat, and play. Zoo animals are used in the film to demonstrate what each action verb means.

II. Recommended Use

This film is designed for use with preschool and primary level students. It may be used as a part of the Reading Readiness program.

III. Purpose

A. General Objectives

1. To introduce new vocabulary related to the activities of animals in a zoo
2. To encourage children to think of more words they can find in a zoo not shown in the film
3. To learn the names of some animals living in a zoo
4. To emphasize some letters of the alphabet

B. Behavioral Objectives

At the end of this film and related study, the student will be able to:

1. Name six animals that live in a zoo.
2. Demonstrate all the verbs shown in the film (walk, clean, eat, and play).
3. Repeat the letters of the alphabet covered in the film.
4. Match a picture of an animal performing an action.
5. Locate the following parts of an animal - ear, eye, and tail.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Have the students prepare a bulletin board using pictures of their favorite animals and label what each animal is doing.
2. Prepare large pictures of people performing the verbs covered in the film.
3. Have the pupils relate any experiences they have had with zoo animals.
4. Place the letters of the alphabet around in the room for pupils to observe.

D. Vocabulary

1. Idioms and Expressions

look at
at the end of
half of a
everyday
cannot

2. Selected Vocabulary

Nouns	Verbs	Adjective
zoo	live	happy
animals	waddle	
alphabet	begins	
circle	wiggle	
people	wobble	
eye	clean	
ear	forget	
popcorn	eat	
puppy	play	
tail	walk	

V. Culminating Activities

A. Arrange for the class to visit a zoo.

B. After visiting a zoo, have the class write a story about their visit to the zoo.

C. Have the class draw some pictures of what they saw at the zoo.

D. Make a model of a zoo for the classroom.

VI. Evaluation

1. What is kept in a zoo?
2. Name six animals living at the zoo.
3. Do animals at the zoo clean themselves everyday?

4. What do you like to eat at the zoo?
5. Let the children point at a given picture of an animal and point out the animal's eyes, ears, and tail.

VII. Resource Materials

A. Films

1. Zoo Animals of Our Storybooks, COR
2. Zoo Babies, COR
3. Zoo Baby Animals, CFD #42, DePaul Ed., p.131
4. Zoo Families, CFD #201, Baxter Ed., p.169
5. Zoo, The, EBF

B. Filmstrips

1. Animal Homes, PS
2. Families in the Zoo, PS
3. Learning About Zoo Animals (Series), LA
    a. Big Cats, Monkeys and Reptiles
    b. Birds
    c. Dolphins and Sea Lions
    d. Plant-eaters and Bears
    e. Underwater Animals

C. Books

1. Blough, Glenn O. and Marjorie H. Campbell, When You Go To The Zoo, McGraw, 1955.
2. Greene, Clara, I Want To Be A Zoo Keeper, Children's, 1957.
3. Hader, Bertha and Elmer, Lost In The Zoo, Macmillan, 1951.
4. Humphreys, Dena, Animals Every Child Should Know, Grossets, 1951.
5. Meeks, Dorothy R., Something New At The Zoo, Follet, 1957.

PHYSICAL EDUCATION

FUNDAMENTALS OF TRACK AND FIELD FOR GIRLS - PART I
TRACK EVENTS
CFD #571

A Captioned Film
for
Intermediate, Advanced, and College Levels
by
Arrangement With
Aims Instructional Media Services, Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 22 minutes Color

I. Synopsis

This film covers the track events in girls' competition---sprints, middle-distance and distance runs, hurdles and relays. It presents each event in over-all performance, with general principles emphasized. Events are then broken down and analyzed, with technique and form highlighted at key points. Close angles, slow motion photography, and stop-frame action help to clearly delineate important factors.

II. Recommended Use

This film is recommended for intermediate, advanced, and college girls in Physical Education, and especially for girls participating in track events.

III. Purpose

A. General Objectives

1. To emphasize form and technique in track events
2. To stimulate interest in track events by encouraging the participation of younger girls
3. To demonstrate how form and technique may be developed
4. To demonstrate the skills of experienced athletes

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Execute one of the following sprinting techniques according to her height:
    - a. Medium stance
    - b. Bunched stance
    - c. Elongated stance

2. Demonstrate the proper exercising technique for track events.
3. Acquire"pace judgement" in middle-distance races.
4. Demonstrate the following forms for middle-distance races:
    a. The long, relaxed stride
    b. The controlled swinging of the arms
    c. The erect head
    d. Eyes focused 20 to 30 yards along the track
5. List the techniques of good hurdling.
6. Demonstrate the difference between starting a sprint and starting a hurdle.
7. Demonstrate the proper technique of jumping a hurdle.
8. Demonstrate different ways of passing and receiving the baton in relay races.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Have the pupils take part in track events to determine their ability before instruction and practice. Keep a record of their performance to be used later in measuring progress.
2. Have students do research on the history of women in track, noting outstanding women in this sport.
3. Do a bulletin board on track events.
4. Bring in copies of national and international track records to give the pupils an opportunity to see the accomplishments of professional athletes.

D. Vocabulary

1. Idioms and Expressions

a test of speed and strength
starting blocks
assumes starting position
crouch start
medium stance
bunched stance
elongated stance
sprint stride
reduces wind resistance
lift and reach drills

middle distance races
long distance races
body lean
pace judgement
running on pace
long, relaxed stride
the erect head
eyes focused 20-30
  yards along the track
precise movements
international rules

2. Selected Vocabulary

sprint
sprinters
vigorous
stride
obstacles
extend
baton
dash
distance
coordinate
graceful
challenging
teams
alternated
excitement
rear
drills
pace
courage
strategy
grasp
parallels
heel
elbows
hurdling
steady
teamwork
exchanged

V. Culminating Activities

A. Students should measure their progress at the end of instruction and practice by comparing the scores they made initally with the scores they make on final evaluation.

B. Let the students work on changing distances in track events from the English system to the metric system, since most international events are measured in units of the meter.

C. Plan a track meet against another class or group.

D. Arrange for the class to visit a track meet.

VI. Evaluation

1. Demonstrate, according to your height, the following techniques of sprinting:
   a. Medium stance
   b. Bunched stance
   c. Elongated stance
2. Demonstrate how to exercise for track events.
3. How do you aquire "pace judgement" in the middle distance races?
4. Demonstrate the following for middle-distance races:
   a. Long relaxed stride
   b. Proper arm swing
   c. Proper head position
   d. Proper eye focal points
5. What are the proper techniques for jumping a hurdle?
6. What are several ways to pass a baton?
7. What are several ways to receive a baton?

VII. Resource Materials

A. Films

1. Bud Wilkinson Instructional Track Film, SF

2. Fundamentals of Track and Field, EBF
3. Hold High the Torch, AF
4. Sprinting, UWF
5. Track and Field for Girls and Women, (3reels) TAS

B. Filmstrips

1. Beginning Track and Field, (5 filmstrips), AI

C. Books

1. American Association for Health, Physical Education, and Recreation, Official Softball-Track and Field Guide, [Division for Girls' and Women's Sports], Washington.
2. Athletic Institute, The, How to Improve Your Track and Field - Girls', Chicago.
3. Brensnahan, George T., W. W. Tuttle, and Francis X. Cretzmeyer, Track and Field Athletics, 5th edition, St. Louis: C.V. Mosby Co., 1960.
4. Canham, Don and Tyler Micoleau, Field Techniques Illustrated, New York: Ronald Press, 1952.
5. Canham, Don and Tyler Micoleau, Track Techniques Illustrated, New York: Ronald Press, 1952.
6. Doherty, J. Kenneth, Modern Track and Field, New York: Printice-Hall, Inc., 1953.
7. Gauthier, George E., and George E. Haney, Fundamentals of Track and Field Athletics, Minneapolis: Burgess Publishing Co., 1951.
8. Kinzle, Donn, Practical Track Athletics, New York: Ronald Press, 1957.
9. National Collegiate Athletic Bureau, Official NCAA Track and Field Guide, New York: 1960.

D. Loops

1. Discus, EA
2. High Jump, EA
3. Javelin, EA
4. Long Jump, EA
5. Middle Distance and Steeplechase, EA
6. Relays, EA
7. Shot Put, EA

8. Sprints, EA

9. Triple Jump, EA

10. Womens Track and Field (series), Valiant

    Shot-put, 2751
    Discus, 2752
    Javelin, 2753
    Hurdles, 2754
    Sprint starts, 2755
    Long Jump, 2756
    High Jump, 2757
    Relay Baton Passing, 2758

E. Prints

1. Track and Field Events for Women, DBS

FUNDAMENTALS OF TRACK AND FIELD FOR GIRLS - Part II
FIELD EVENTS
CFD #570

A Captioned Film
for
Intermediate, Advanced, and College Levels
by
Arrangement With
Aims Instructional Media Services, Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 22 minutes Color

I. Synopsis

The second film in this two-part series covers the field events in girls' competition - the jumps: long jump, standing broad jump, and high jump; and the throws: softball and basketball throws, discus, shot-put, and javelin. Each event is presented distinctly in overall performance, with general principles emphasized. Events are then broken down and analyzed, with technique and form highlighted at key points. Close angles, slow motion photography, and stop-frame action help to vividly delineate important factors.

II. Recommended Use

This film is recommended for Physical Education classes studying girls' field events.

III. Purpose

A. General Objectives

1. To stress form and technique in field events
2. To arouse interest in field events by encouraging the participation of younger girls
3. To show how form and technique may be developed
4. To illustrate the perfection of skilled athletes

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Demonstrate correct techniques for the development of proper form in field events.
2. Outline factors that can cause a player to be disqualified from an event.
3. Explain why putting the shot requires strength, speed, and coordination.

4. Tell why it is better to push the shot-put from the shoulder, rather than throwing it.

5. Explain how a strong throwing arm, strong legs, good coordination, and a strong upper body contribute to a successful javelin throw.

6. Explain terms used in field events as well as in tract events.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Bring pictures of spears to show that the javelin is similar to the spear of the ancient days and is thrown much in the same manner.

2. Bring a copy of the World's Almanac in which statistics of women's field events are recorded.

3. Make a bulletin board on field events.

D. Vocabulary

1. Idioms and Expressions

seeks height and distance at the end of a sprint
length of the approach may vary
reaches top speed
the foot rocks forward to the toes
Let's view the take-off flight and landing.
backward and forward
forward and upward
crouch position
a 30 degree angle
a 45 degree angle
lay-out position
twist and ship
1 3/4 hop
basic skill
palm down
centrifugal force
step and throw delivery
clockwise swing
sense of timing
1 3/4 spin
mighty heave
slow motion
sweeps into a rapid spin
beautifully simple
take lots of practice
expert discus thrower
gliding action
Finnish athletes
to the rear
over her shoulder
the tail of the javelin
the front tip of the javelin

good timing
individual field events
challenging and exciting competition
achieving high goals of personal development
willing to pay the price
Practice makes perfect.

2. Selected Vocabulary

long jump
sprint
tuck
stride
cross bar
jarring
palm
scratch line
diameter
shot-put
upper trunk
javelin
grip
finesse

height
relaxes
1 1/2 hitch kick
running jump
straddle
strength
softball
overhead
balance
lever
non-jumping leg
pentathlon
index finger

distance
concentrates
body momentum
high jump
belly roll
coordination
discus
sidearm
speed
rear leg
flexed
grip
diagonally

V. Culminating Activities

A. Ask the girls to make reports about the Olympic Games.

B. Ask the students to make reports on the history of the discus throw; shot-put; javelin throw; broad jump.

C. Have the class do research in connection with the development of "International Games for the Deaf."

D. Arrange for your track group to meet other schools and also, to observe field events at tother schools.

E. Plan intramural field events at your school. Post the lists of the results.

VI. Evaluation

1. Which do you think is better, the "American Hop Style" or the "Finnish Cross Step"? Tell why you think so.

2. What are the correct techniques for the following?

   a. The long jump

   b. The standing broad jump

   c. The high jump

   d. The softball throw

   e. The discus throw

   f. The shot-put

   g. The javelin throw

3. What are requisites for the javelin throw? The discus throw?
4. List the similarities and differences of form in the discus throw and the shot-put.
5. Which of the throwing events in the film appeals most to you? Tell why?
6. Explain the expression, "Practice makes perfect."

VII. Resource Materials

A. Films

1. Bud Wilkinson Instructional Track Film, SF
2. Fundamentals of Track and Field, EBF
3. Hold High the Torch, AF
4. Sprinting, UWF
5. Track and Field for Girls and Women, (3 reels) TAS

B. Filmstrips

1. Beginning Track and Field (5 filmstrips), AI

C. Books

1. American Association for Health, Physical Education, and Recreation, Official Soft-ball - Track and Field Guide, (Division for Girls' and Women's Sports), Washington.
2. Athletic Institute, The, How To Imporve Your Track and Field - Girls', Chicago.
3. Brensnahan, George T., W.W. Tuttle, and Francis X. Cretzmeyer, Track and Field Athletics, 5th Ed., St. Louis: C.V. Mosby Co., 1960.
4. Canham, Don and Tyler Micoleau, Field Techniques Illustrated, New York: Ronald Press, 1952.
5. Canham, Don and Tyler Micoleau, Track Techniques Illustrated, New York: Ronald Press, 1952.
6. Doherty, J. Kenneth, Modern Track and Field, New York: Prentice-Hall, Inc., 1953.
7. Gauthier, George E., and George E. Haney, Fundamentals of Track and Field Athletics, Minneapolis: Burgess Publishing Co., 1951.
8. Kinzle, Donn, Practical Track Athletics, New York: Ronald Press, 1957.
9. National Collegiate Athletic Bureau, Official NCAA Track and Field Guide, New York: 1960.

D. Loops

1. Discus, EA
2. High Jump, EA
3. Javelin, EA
4. Long Jump, EA
5. Middle Distance and Steeplechase, EA
6. Relays, EA
7. Shot Put, EA
8. Sprints, EA
9. Triple Jump, EA
10. Womens Track and Field (Series), Valiant

Shot-Put	2751
Discus	2752
Javelin	2753
Hurdles	2754
Sprint Starts	2755
Long Jump	2756
High Jump	2757
Relay Baton Passing	2758

E. Prints

1. Track and Field Events for Women, DBS

VOLLEYBALL FOR BOYS
CFD #575

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
Coronet Films

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 13 1/2 minutes Color

I. Synopsis

This film provides an exciting in-depth study of individual and team skills of volleyball. Freeze frames and slow motion photography emphasize serving, passing, setting-up, spiking and team coordination.

II. Recommended Use

This film is recommended for intermediate and advanced students in Physical Education where volleyball is being introduced.

III. Purpose

A. General Objectives

1. To aquaint pupils with the rules of volleyball
2. To make students aware of the dimensions of a volleyball court, and the names and positions of volleyball players
3. To develop skills in the execution of the serve, set-up, pass and spike
4. To know that team coordination is the key to successful competition

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. List the standard dimensions of a volleyball court.
2. List the names of the players and positions on a volleyball team.
3. Execute a good spike.
4. Execute a good serve.
5. Execute a good set-up for a pass.

6. Discuss the rules for scoring in volleyball.
7. Tell how to defend against a spike.
8. Relate how each team member is dependent on the other for success in the game.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Discuss the importance of aquiring team skills in order to compete successfully and enjoy the game.
2. Do a bulletin board on volleyball.
3. Emphasize that volleyball provides an excellent means of physical fitness for persons of any age.
4. Relate that volleyball is one game that can provide a good co-educational activity.

D. Vocabulary

1. Idioms and Expressions

just for fun
rotates clockwise
three-man return system
back and forth
open-hand serve
increase the speed of the ball
a "floater" effect
overhand serve
set-up man
work together
hard to control
doesn't matter
lose balance
result of teamwork
a blocked spike
basic skills
twice in a row
point out
in slow motion
bending your fingers
heel-of-hand serve
"knuckle-ball"
ball-handling
overhand pass
underhand pass
one-handed pass
set-up
a good angle
spiking power
the center line

2. Selected Vocabulary

Nouns

professionals
volleyball
net
trophies
court
forwards
backs
serve
spin
fist
pass
spiker
elbows
dig

Verbs

serving
receiving
passing
spiking
cross
rotates
control
returned
strikes
score
clasped
spike
increase
smash
cross

Adjectives

standard
illegal
legal

Adverbs

directly
naturally

V. Culminating Activities

A. Make a model of a volleyball court and discuss possible offensive and defensive moves of the game.

B. Demonstrate volleyball skills for other classes in the school.

C. Let the pupils play a volleyball game among themselves or against another class or group.

VI. Evaluation

1. How long is a standard volleyball court?
2. How wide is a standard volleyball court?
3. Name the positions on a volleyball team.
4. How many players are on a team in volleyball?
5. Explain the serve.
6. Demonstrate a technique for a good serve.
7. Demonstrate the technique for a good pass.
8. Demonstrate the technique for a good set-up.
9. Demonstrate the technique for a good spike.
10. How can you defend against a spike?

VII. Resource Materials

A. Films

1. Fun Playing Volleyball, FISH

2. Fundamentals of Volleyball, ALAP
3. Practice Makes Perfect, ALAP
4. Volleyball Skills, ALAP
5. Volleyball: Skills and Practice, CFD #576, Florida Edition

B. Books

1. American Association for Health, Physical Education and Recreation, Official Volleyball Guide.
2. American Association for Health, Physical Education, and Recreation, Physical Education for High School Students, 1964.
3. Emery, Curtis R., Modern Volleyball, MacMillan Co., 1953.
4. Lavega, Robert E., Volleyball, Ronald Press, 1960.
5. The Athletic Institute, How to Improve Your Volleyball.
6. Trotter, B.J., Volleyball for Girls and Women, Ronald Press, 1965.

C. Loops

1. Overhand Serve, FA
2. Overhand Volley, FA
3. Net Volley, FA
4. The Spike, FA
5. Underhand Serve, FA
6. Underhand Volley, FA
7. Volleying in Different Ways, EA

NOTE TO TEACHER: Complete scripts for each film are an experimental idea.
Captioned Films would appreciate your reactions to this sample script.
Address your responses to:
Dr. Howard M. Quigley, Director
Educational Media Distribution Center
5034 Wisconsin Ave. N.W.
Washington, D.C. 20016

VOLLEYBALL: SKILLS AND PRACTICE

People of all ages play volleyball. It is played at the beach. It is played at school. In fact, volleyball can be played almost anywhere. If you learn the basic skills, volleyball is fun to play.

To perform the underhand serve swing back the right arm, then forward. Hit the lower part of the ball with the clenched fist. Back swing, hit, and follow through. After the serve, raise both arms. Then, you are ready to hit the ball when it returns. Now in slow motion back swing, hit, and follow through. Serving at a backboard will improve your serving skill. The black line is the same height as a volleyball net.

In the overhand serve the fist is clenched again. As the ball is tossed into the air, the arm swings overhead. Toss, swing, and hit. You can see the toss, swing, and hit in slow motion. Again, practice makes perfect. Or almost perfect!

To perform the underhand volley or dig, hold both hands together and swing up to meet the ball. Watch the ball, step, and swing. You watch, step toward the ball, and swing. This drill improves the underhand volley or dig. This drill is good practice.

To perform the overhand pass, pass, or set shot hold the arms up with the fingers slightly bent. As the ball approaches, you thrust out and up let the ball spring from your fingertips. Watch the ball and thrust. Watch the ball and thrust. Now, watch and thrust in slow motion. This drill is good practice for skill and accuracy.

If the ball hits the net, you can still play it. You hit the ball with the underhand volley or net volley. The net volley takes good timing and concentration.

The spike or overhand smash is a valuable skill. The clenched fingers form an open fist. The ball is hit near the top. As the ball is passed, jump, turn, and hit. You must time your jump. Your hand must meet the ball above the net. Do not touch the net with any part of your body. We can see the jump, turn, and hit in slow motion.

These players have demonstrated the underhand serve, the overhand serve, the underhand volley, the overhand volley, the net volley, and the spike. Learning these skills makes volleyball fun to play.

VOLLEYBALL: SKILLS AND PRACTICE
CFD #576

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
Film Associates of California

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 12 minutes Color

I. Synopsis

Volleyball is a team sport that can be played at school, at the beach, or almost anywhere. Learning the specific skills of the game, as governed by the most up-to-date rules, requires patience, and practice. In normal speed action, as well as slow motion, this film shows six specific skills and explains the proper techniques to perfect each skill. At the end of each skill lesson, a practice period is shown in which the interplay between the team members is stressed.

II. Recommended Use

This film is recommended for intermediate and advanced students in Physical Education. It can be used as an introduction to volleyball and also can be used as a guide in teaching the basic skills of the game.

III. Purpose

A. General Objectives

1. To introduce the basic skills of volleyball
2. To realize that volleyball is an active sport
3. To realize the need to learn the basic skills in order to enjoy the game

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Relate the necessity of acquiring the specific skills of volleyball.
2. Demonstrate the following specific skills:
    a. Underhand volley
    b. Overhand volley
    c. Spike

d. Net volley

e. Overhand serve

f. Underhand serve

3. Demonstrate how a group can function as a team when all the members know the basic skills.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Question the pupils as to their likes and dislikes of team sports, especially volleyball.

2. Do a bulletin board on the skills you will teach.

3. Have the pupils do a report on the history of volleyball.

4. Have a physical education teacher discuss the importance of team efforts and sportsmanship, also, how volleyball will help in developing the body and mind.

D. Vocabulary

1. Idioms and Expressions

people of all ages
underhand serve
back swing
in slow motion
underhand volley
overhand pass
net volley
clenched fingers
almost everywhere
clenched fist
follow through
overhand serve
swing up
thrust out and up
overhand smash or spike

2. Selected Vocabulary

Nouns

volleyball
skills
part
serve
backboard
black line
height
net
practice
drill
accuracy
timing
concentration

Verbs

perform
swing
raise
serving
improve
tossed
thrust
time
demonstrated

Adjectives

basic
lower

Adverbs

back
forward

V. Culminating Activities

A. Have each pupil practice the six basic skills.

B. Plan a volleyball skills demonstration for the other classes in the school.

C. Let the pupils play a volleyball game among themselves or against another class or group.

VI. Evaluation

1. Demonstrate the following skills:

   a. Underhand serve

   b. Overhand serve

   c. Underhand volley

   d. Overhand volley

   e. Net volley

   f. Spike

2. Explain why it is necessary to know the specific skills of volleyball.

3. Explain how a group can play as a team when all the members know the basic skills of the game.

4. Do you think you would enjoy playing volleyball if you did not know any skills?

VII. Resource Materials

A. Films

1. Fun Playing Volleyball, FISH

2. Fundamentals of Volleyball, ALAP

3. Practice Makes Perfect, ALAP

4. Volleyball Skills, ALAP

B. Books

1. American Association for Health, Physical Education, and Recreation, Official Volleyball Guide.

2. American Association for Health, Physical Education, and Recreation, Physical Education for High School Students, 1964.

3. Emery, Curtis R., Modern Volleyball, MacMillan Co., 1953.

4. Lavega, Robert E. Volleyball, Ronald Press, 1960.
5. The Athletic Institute, How to Improve Your Volleyball.
6. Trotter, B.J., Volleyball for Girls and Women, Ronald Press, 1965.

C. Loops

1. Overhand Serve, FA
2. Overhand Volley, FA
3. Net Volley, FA
4. The Spike, FA
5. Underhand Serve, FA
6. Underhand Volley, FA
7. Volleying in Different Ways, EALING

SCIENCE

ANIMALS HATCHED FROM EGGS
CFD #531

A Captioned Film
for
Primary and Intermediate Levels
by
Arrangement With
Coronet Instructional Films

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 11 minutes Color

I. Synopsis

This film introduces children to the idea of reproduction in animals. It shows how birds, reptiles, amphibians, fish, insects and certain mammals hatch from eggs. The film explains and illustrates the differences in baby and adult animals.

II. Recommended Use

This film should be used at the primary and intermediate levels. The content could be used with Science units on birds, reptiles, fish and insects. It could also be used in Language Arts programs.

III. Purpose

A. General Objectives

1. To introduce and reinforce vocabulary related to reproduction
2. To illustrate and discuss animals hatched from eggs
3. To explain the differences in appearance of the baby and adult animals
4. To differentiate the varieties of eggs
5. To stimulate an interest in animals through reading

B. Behavioral Objectives

At the end of this film and related study, the children will be able to:

1. Tell which animal lays eggs. (male or female)
2. Tell how an egg is fertilized.
3. Tell what the baby eats while its inside the egg.
4. Tell how the baby gets out of the egg.
5. Tell about the different kinds of eggs.
6. Describe the baby animals that look different from their parents.
7. Read supplementary books.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Bring an incubator to class. Have the children observe and record time, temperature and changes during the egg incubation period.
2. Make a bulletin board with pictures comparing the differences in babies and adult animals.
3. Visit the school library. Assign a specific area to individuals or small groups of children. Have the children find books on birds, reptiles, fish, insects, and amphibians. Keep the books available for reference and leisure reading.
4. Bring some cocoons to class and watch the emergence of the insects.
5. Bring a raft of frog eggs to class and have the children keep a record of the changes which they observe.

D. Vocabulary

1. Idioms and Expressions

you can buy
here are
does not sit
don't look like
only the queen bee
it looks like
come from eggs
look like their parents
Do you have ...?

2. Selected Vocabulary

Nouns

eggs
store
chicken
rooster
robins
sea gulls
meadowlarks
plovers
sandpipers
ostriches
female
male
yolk
geese
snakes
lizards
turtles
parents
salamander
bees
insects
beehives
honeycomb
mosquitoes
moths
flies
boll weevils
walking sticks
bushes
platypus
Australia
spots
garbage
plants

Verbs/Verbals

lay
lays
laid
fertilizes
will grow
hatch
hatched
buy
eats
lives
sit
to cook

Adjectives

grocery
scrambled
fuzzy
light colored
adult
salamander
queen
cotton
grown-up
soft
pet

Prepositional Phrases

at a grocery store
from eggs
under water
in their beehives
in the honeycomb
on water
in trees
on garbage
in cotton plants
on bushes or trees

V. Culminating Activities

A. Visit a pet shop, a natural history or science museum, a nearby pond or lake, a farmer who has a bee colony or a hatchery.

B. Make illustrated growth charts of birds, fish, reptiles, insects and amphibians.

C. Write chart stories which emphasize

   1. The differences in eggs.

   2. The differences in baby and adult animals.

D. Collect pictures and make a scrapbook.

E. Have the children write compositions.

F. Have the children illustrate their compositions.

VI. Evaluation

1. What animal lays the eggs?
2. Does the male animal lay the eggs?
3. How is an egg fertilized?
4. What does the baby eat while it's inside the egg?
5. How does the baby get out of the egg?
6. How is the baby mosquito different from its parents?
7. Describe the eggs of turtles, ants, grasshoppers, meadowlarks and sea gulls.
8. What color are robin's eggs?
9. Do frogs and bees lay their eggs in the same place? Where?
10. Where do mosquitos, moths, boll weevils and walking sticks lay their eggs?
11. Does a baby fly look the same as a grown-up fly?

12. How many books did you find about animals hatched from eggs? Where could we find more books?
13. How did the baby moth change?
14. Describe the differences between the eggs of an ostrich and a sandpiper.

VII. Resource Materials

A. Films

1. Amphibians-Frogs, Toads and Salamanders, CFD #86, Berkeley Ed., p.169
2. Animals Grow Up, EBF
3. Animals in Spring, CFD #90, Berkeley Ed., p.11
4. Animals in Summer, CFD #91, Berkeley Ed., p.16
5. Eggs to Chickens, CFD #232, Baxter Ed., p.191
6. Farm Babies and Their Mothers, CFD # 122, Berkeley Ed., p.65
7. Life Cycle of the Duck, BF
8. Life Story of a Toad, EBF
9. Mother Hens Family, COR
10. The Ugly Duckling, CFD #35, DePaul Ed., p.119
11. Three Little Kittens, CFD #183, Berkeley Ed., p.126

B. Filmstrips

1. Animals Growing Up, EBF
2. Animal Babies, SVE
3. Backyard Insects, SVE
4. Bird and Animal Babies, SVE
5. Farmyard Babies, COR
6. Finding Out How Animals Grow, SVE
7. Learning About Amphibians, EBF
8. Let's Explore the Field, SVE
9. Mr. and Mrs. Robin and Their Springtime Family, SVE
10. Mr. and Mrs. Mallard and Their Family, SVE
11. Poultry on the Farm, EBF
12. Reptiles, SVE

13. Reptiles and Amphibians, EBF
14. Visit to the Zoo, A, SVE

C. Books

1. Aiken, Conrad, Cats and Bats and Things With Wings, New York: Atheneum, 1965.
2. Bevan, Michael, The Book of Reptiles and Amphibians , New York: Garden City Books, 1956.
3. Blough, Glenn, Who Lives in This Meadow?, New York: McGraw-Hill, 1961.
4. Bridges, William, Zoo Babies, New York: Morrow, 1953.
5. Collier, Ethel, I Know a Farm, New York: W. R. Scott, 1960.
6. Conklin, Gladys, When Insects are Babies, New York: Holiday, 1969.
7. Davis, Daphne, The Baby Animal Book, New York: Golden Press, 1953.
8. Doering, Harold, A Bee is Born, New York: Sterling, 1962.
9. Gans, Roma, It's Nesting Time, New York: Crowell, 1964.
10. Gans, Roma, Birds Eat and Eat, New York: Crowell, 1963.
11. Gergely, Tibor, Five Hundred Animals From A to Z, New York: American Heritage, 1970.
12. Jackson, Kathryn and Byron, Animal Babies, New York: Simon and Schuster, 1947.
13. Levine, Milton and Selegmann, Jean, A Baby is Born, New York: H.W. Wilson, 1966.
14. Podendorf, Illa, The True Book of Animal Babies, New York: Simon and Schuster, 1947.
15. Podendorf, Illa, Animals and More Animals, Chicago: Children Press, 1970.
16. Sim and Smith, Reptiles and Amphibians, New York: Golden Press, 1956.
17. Selsam, Millicent All About Eggs, New York: Scott, 1952.
18. Selsam, Millicent, All Kinds of Babies, New York: Four Winds, 1969.
19. Shapp, Charles, Let's Find Out About Snakes, New York: Watts, 1968.
20. Steward, Bertie and Brooks, Turtles, New York: Golden Press, 1962.

D. Transparencies

1. Class Amphibia, #75W0500, REC
   (frog, salamander and mud puppy)

2. Class Insecta, #75W0500, REC
   (mantis, bug, beetle, and fly)

3. Class Mammalia, #75W0500, REC
   (platypys, opossum, dog)

4. Class Reptilia, #75W0500, REC
   (turtle, lizard, snake, alligator)

E. Other Material

1. Pictures
   - a. Common Birds, SVE

2. 8mm Film Loops
   - a. Tadpoles I, REC
     (hatching through leg growth)

3. Slides
   - a. Common Insects -UE (10 slides)
   - b. The Bee - UE (15 slides)

BIRDS IN YOUR BACKYARD
CFD #533

A Captioned Film
for
Primary and Intermediate Levels
by
Arrangement With
Arthur Barr Productions

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 11 minutes

Color

I. Synopsis

This film is about two boys who build a feeding tray to attract more birds to their backyard. They fill a tray with food and clean and fill a bird bath with water. They hang a special feeder for hummingbirds and orioles. They observe the birds, using a library book for aid in identification. Birds identified in the film are the mockingbird, mourning dove, house finch, blue jay, oriole, English sparrow, hummingbird and flicker.

II. Recommended Use

The film may be used in Science. It may be used as a motivational film leading to more in depth study of birds in a Biology related unit. It is a good subject area for teaching the development of a paragraph by detail. It may be correlated with Math.

III. Purpose

A. General Objectives

1. To emphasize activities and attitudes which will encourage bird study in any locality

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Build a bird feeder.

2. Build a bird house.

3. Identify different types of bird houses according to the type of bird that usually lives in them.

4. Identify different kinds of birds, especially the following:

mockingbird
mourning dove
hummingbird
robin

house finch
English sparrow
flicker

blue jay
oriole
cardinal

5. Identify at least 5 different birds' nests.

6. Tell or write correctly about the nesting habits of birds (at least 10); classify. Tell how a certain bird builds its

nest.

7. Demonstrate his knowledge of harmful and helpful birds by writing a two or four paragraph composition on the subject giving correct information.
8. Identify classes of birds by beak; by wing; by eggs.
9. Fill a feeding tray with the proper food for birds; fill a hummingbird feeder with sugar water; keep a bird bath clean and full of water.
10. Attract birds to his backyard.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Make a bulletin board display using birds as the theme.
2. Have a special collection of books about birds available in the classroom. (A special display is advisable.)
3. Take a walk around the campus. Check ability to identify birds seen.
4. If abandoned nests have been collected, make a display.
5. Check in the books for sizes and colors of eggs.
6. Bring binoculars to school so students can observe the birds.
7. Ask students to make a list of birds they have seen in their backyard. If they do not know the names, ask them to discribe the birds. Tell them you will now show them a film that will help them attract more birds to their backyard.

D. Vocabulary

1. Idioms and Expressions

parent bird
cute
feeding tray
depend on you
work together
a piece of

2. Selected Vocabulary

Nouns

rim
parent
male
library
pole
finch
mockingbird
hummingbird
fruit
breast
tray
treat
coloring
dove
oriole
flicker
throat
backyard
female
family
feeder
jay
sparrow

Verbs

observed
protect
left
fill
borrowed
have watched

Modifiers - Adjectives

shallow
greedy
fresh
smooth
special
different
ready
mourning
enough
interesting
flat
blue
house(in house finch)

Adverbs

sometimes
peacefully

Particle

fall off

V. Culminating Activities

A. General

1. Take students on a field trip to a bird sanctuary.
2. Invite a resource person, a bird watcher, to come to the classroom to show slides and pictures.
3. Give students pictures of birds to color. Allow those who can and/or wish to do so to draw pictures of birds.
4. Get the cooperation of the woodworking department so students can build birdhouses.
5. Get permission from the administration to make window "feeders."
6. Research. Find out which bird is your state bird.
7. Seasonal activities:

   Fall - Observe bird migration.

   Spring - Observe bird nest building activities.

   Winter - List birds seen. Make a bulletin board entitled "Feed Our Winter Birds."
8. Make a collection of poems about birds.
9. Take students on a field trip to a children's science museum, if possible.
10. Write expository paragraphs, original stories and poems about birds.

B. Math related

1. Mix sugar water for hummingbird feeder, and use to teach fraction concept. The recipe for the sugar water is 3 parts water and 1 part sugar. 3/4 + 1/4 = 1 whole

C. Science related

1. Label parts of the bird's anatomy.
2. Identify beaks.
3. Identify wings.
4. Write a paragraph explaining why birds keep warm in wintry weather.

D. Literature related

1. Tell students about Bird Man of Alcatraz.
2. Read The Snow Goose.
3. Read or tell other stories about birds.
4. Read; recite, if interested; collect poems about birds.

E. Composition related

1. Write a paragraph developed by detail. Give the student the topic sentence. Example: 1. Birds build their nests in many different ways. 2. How to Attract Birds to Your Backyard

F. Grammar and vocabulary practice

1. Fill in the blanks.
    - a. Richard is putting a rim around the tray.
    - b. Mary, please ________ a rim around the tray.
    - c. Susan is ____________ a rim around the tray.
2. Use in sentences: house finch, housefly, household, housekeeper.
3. Practice with "have + participle."
    - a. The boys have watched the birds.
    - b. They have made a feeding tray.
    - c. The birds have flown away. (Intermediate)
    - d. Jack has gone for bird seed. (Intermediate)
4. Practice with particles: stand up, sit down, come in, fall off.
    - a. Did the bird fall?
    - b. Yes, I saw the bird fall off the limb of the tree.
5. Vocabulary exercises. Match the word with the definition.
6. Use coloring as a noun.
   Use coloring as an adjective.
   Use coloring as a verb.
7. List the compound words from the vocabulary given.
8. Make a crossword puzzle about birds. Use as many words from the vocabulary list as possible.

9. Use "treat" as a verb. What does it mean? Use "treat" as a noun. Define.

10. List the principle parts of leave, go, and fly. Use each word in a sentence or copy a sentence from a source wherein the word is used.

11. Differentiate between the transitive verb, "have" and "have + participle." Practice with these verbs in sentences.

12. Practice with modals:

    a. will
    b. shall
    c. can
    d. must

VI. Evaluation

1. Has the student attracted birds to his backyard?

2. Does he exhibit evidence of a continuing interest in birds?

3. Can he build a bird feeder?

4. Can he build a bird house?

5. Can he identify different bird houses according to the type of bird that usually lives in them?

6. If shown a picture of a bird seen in the film, Birds in Your Backyard, can he tell the name of the bird?

7. Can he differentiate between a robin's nest and a cardinal's nest? Can he differentiate between an oriole's nest and some other bird's nest that is displayed (the actual nest or a picture)?

8. Does he know the nesting habits of at least 10 birds?

9. Can he tell how a certain bird builds its nest?

10. Does he recognize predatory and harmful birds?

11. Can he identify and/or classify birds according to beak and/or wing?

12. Can he fill a feeding tray with the proper food for birds? Can he mix sugar water using the correct proportions and fill a hummingbird feeder? Can/does he keep a bird bath clean and full of water?

VII. Resource Material

A. Films

1. Birds Building Nests, ICF
2. Birds of the Amazon, ICF
3. Birds of the Bering Sea, ICF
4. Birds of the Galapagos Islands, ICF

5. Birds Feeding Their Young, ICF
6. Bird Homes, FSDB
7. Animals With Backbones, Coronet

B. Filmstrips

1. Birds You Should Know, McGraw Hill
2. Feathers and Flight of Birds, Harper & Row

C. Books

1. Allen, Arthur, Book of Bird Life, New York: Van Nostrand, 1970.
2. Allen, Gertrude, Everyday Birds, New York: Houghton, 1943.
3. Beecher, W.J., A Child's Book of Birds, Chicago: Platt, 1968.
4. Conklin, Gladys, If I Were a Bird, New York: Holiday, 1965.
5. Cruickshank, H.G., Wonders of the Bird World, New York: Dodd, 1970.
6. Earle, O.L., Birds and Their Beaks, New York: Morrow, 1969.
7. Earle, O.L., Birds and Their Nests, New York: Morrow, 1965.
8. Ingersoll, E., Birds in Legend, New York: Singing Tree, 1965.
9. McKenny, Margaret, Birds in the Garden and How To Attract Them, New York: Grosset and Dunlop, 1969.
10. Rush, Hanniford, Backyard Birds, New York: Macmillan, 1965.

D. Pictures

1. Birds of Our Land, LA

E. Loops (Super 8mm)

1. Baby Birds, Educational Reading Service
2. Beaks and Bills, Educational Reading Service
3. Bird Migration, Educational Reading Service
4. Claws and Feet, Educational Reading Service
5. Importance of Bird Tails, Educational Reading Service
6. Our Friend the Robin, Educational Reading Service
7. Perching Birds, Largest Family of Birds, Educational Reading Service
8. Protective Coloration - Birds, Educational Reading Service
9. Swallows, Educational Reading Service
10. Woodpecking Birds, Educational Reading Service

DUCKS, GEESE AND SWANS
CFD #539

A Captioned Film
for
Primary and Intermediate Levels
by
Arrangement With
Films/West, Incorporated

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 11 minutes Color

I. Synopsis

This film is designed to introduce the pupils to the beauty, life habits, and importance of our waterfowl - ducks, geese and swans. Through time-lapse photography, the student can observe the embryological development of waterfowl.

II. Recommended Use

This film is recommended for Primary and Intermediate students. It may best be used in Science. However, it can serve as an inspiration for creative discussion and follow up in the Language Arts and Social Studies programs.

III. Purpose

A. General Objectives

1. To explore the living habits of waterfowl in their natural habitat
2. To discover how a waterfowl embryo develops
3. To understand that waterfowl help maintain the balance of nature and add to the beauty of our world

B. Behavioral Objectives

At the end of this film and related study, the student will be able to:

1. List three kinds of waterfowl.
2. Describe the physical characteristics of waterfowl.
3. Relate the eating and sleeping habits of waterfowl.
4. Tell how a mother duck takes care of its eggs.
5. Relate the basic conditions needed by an embryo to grow and hatch.
6. Distinguish the following terms - ducklings, goslings, cygnets.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Ask leading questions to determine the pupil's knowledge regarding waterfowl.

2. Show pictures of various waterfowl to arouse interest.

3. Make a model of the nest of a waterfowl for pupil observation.

4. Have pupils relate any experiences they have had with waterfowl, such as, hunting.

D. Vocabulary

1. Idioms and Expressions

tip up their tail
pointed beaks
flat bills
the edge of the bill
webbed feet
blood vessels
the naval cord
half a day

2. Selected Vocabulary

Nouns

waterfowl
geese
wings
feathers
grass
embryo
cygnets
ducks
necks
bills
oil
eggs
ducklings
blood vessels
swans
tails
plants
nest
incubator
gosling
navel cord

Verbs

fly
stains
preen
hatch (es)
dive
swim
sits
is fed

Adjectives

smallest
largest
short
powerful
"tipping"
wet
warm

V. Culminating Activities

A. Have the pupils relate how man can protect our waterfowl so they will not become extinct.

B. Secure some waterfowl eggs from a local hatchery. Build or borrow a simple incubator. Place the eggs in the incubator so the pupils may have a first-hand observation of the hatching process.

C. If possible, prepare a duck or goose at home or in the school lunchroom and have the pupils taste a waterfowl.

VI. Evaluation

1. List three kinds of waterfowl.
2. Which are the smallest? Largest?
3. What do all ducks, geese, and swans have?
4. Why do some waterfowl dive into the water?
5. Why are some waterfowl called "tipping" birds?
6. What do all waterfowl have which helps them swim?
7. Why do waterfowl preen their feathers?
8. Where do waterfowl sleep?
9. What does a mother duck use to make a nest?
10. How long does it take to hatch eggs?
11. What is an embryo?
12. Where does an embryo get its food?
13. Can waterfowl walk and swim right after they hatch?
14. What are ducklings? Goslings? Cygnets?

VII. Resource Materials

A. Films

1. Bird Homes, CFD #101, Baxter Ed., p.23
2. Birds of the Countryside, COR
3. Chickens, Films West, Inc.
4. How Nature Protects Animals, EBF

B. Filmstrips

1. Birds You Should Know, McGraw-Hill Films
2. Finding Out How Animal Babies Grow, (Series A424-2), SVE
3. Learning About Birds, (Series 9940), EB

4. Let's Look at Birds, (Series 9410) EB
5. Where Animals Come From, Filmstrip House, N. Y.

C. Books

1. Adler, H., Bird Life for Young Readers, Sterling Publishing Co.
2. Friskey, Margaret, The True Book of Birds We Should Know, Children's Press, 1954.
3. Kumin, Martin, Eggs of Things, New York: Putnam, 1963.
4. Zim and Gabrielson, A Guide to the Most Familiar American Birds, Simon and Schuster Publications, 1965.

D. Transparencies

1. Bird Homes - SCL. 2, 3, 4, 6, 10, 11, 14, 15, 17, 217, Northeast Regional Media Center for the Deaf

E. Slides

1. Animal Adaptation, No. SG 39S, SVE
2. Birds of Freshwater Environments, No. SG 47S, SVE
3. Birds of Saltwater Environments, No. SG 48S, SVE

ELECTRICITY
CFD #540

A Captioned Film
for
Intermediate Level
by
Arrangement With
Walt Disney Educational Materials Company

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 12 minutes Color

I. Synopsis

This film illustrates the route of electricity from its source to its use. It shows how electricity works and emphasizes its use in the home. The film is accompanied by narration and a song. The refrain is "catchy" and could be easily learned by the children prior to viewing.

Refrain: Electricity
Where does it come from?
How does it work?
And how does it get to me?

II. Recommended Use

This film should be used at the intermediate level. It could be used in Science and Language Arts programs. Because of its scenic value, it might be used as resource for a Social Studies unit.

III. Purpose

A. General Objectives

1. To describe the path of electricity from its source to its use
2. To explain how electricity works
3. To show the uses of electricity

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. List the two sources of energy for electricity.
2. Draw a simple picture of a generator.
3. Describe how a generator works.
4. Compare, by illustration, a step-up tranformer to a step-down transformer.

5. Tell what makes a turbine turn.
6. List four ways in which boilers in steam power plants are heated.
7. Diagram the path of electricity from its source to its use.
8. Tell why step-up transformers are necessary.
9. Tell why step-down transformers are necessary.
10. Compare, by illustration, an open circuit to a closed circuit.
11. List ten uses for electricity in the home.
12. Use the school library as a source for reference material.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Arrange with school officials to have the electricity turned off in the classroom. Watch the janitor put a new fuse in the fuse box. Discuss our dependency on electricity. ie. lights, clock, heat, and air-conditioning.
2. Send some children to the school library to get materials about electricity.
3. Assign experiments for homework. Have the children report on them.
4. Make a bulletin board showing how electricity is produced and how it works.
5. Collect and display additional visual aids:
    a. Dry cell, coil, core and tacks for demonstration of an electromagnet
    b. An old extension cord
    c. Light bulbs and wires connected to dry cells
    d. A piece of aluminum foil
    e. Wood, nails, hammer
    f. An electric bell
    g. Fuses
    h. A burned out incandescent bulb

D. Vocabulary

1. Idioms and Expressions

transform energy
source of energy
step-up transformer
step-down transformer
across the land
moving water
hit the switch
turn like a fan
tiny things called electrons
burning bright

2. Selected Vocabulary

Nouns

dam
generators
electrons
power lines
electrical appliance
hydroelectric dams
reservoirs
pipeline
turbine
magnet
wires
steam power plants
energy
boilers
distances
circuit breakers
distributing station
attic
wall plug
complete circuit
closed circuit
gas
oil
coal
nuclear power
steam
pipe
cables
towers
desert
mountain
transformer
coils
current
magnetism
voltage
receiving station
fuse box
switch
cord
open circuit
lamp bulb

Verbs

need
flows
turn
rotates
use
are heated
boils
changes
are built
increases
travels
carry
reduces
reach
closes
work
transform
lead

V. Culminating Activities

A. Construct a scale model of the route of electricity from its source to its use.

B. Experiments

1. Use a light bulb and dry cells to explain and demonstrate open and closed circuits.

2. Use aluminum foil to demonstrate how a fuse is "blown."

3. Use the materials mentioned in Motivation #5 to show how an electromagnet works.

4. Let the children tear apart an old extension cord.

5. Assemble a toy electric motor.

6. Dismantle an old automobile generator.

7. Break a burned-out electric bulb and see how the circuit has been broken.

8. Diagram step-up and step-down transformers.

C. Field trips

1. Visit a power plant and watch the turbine in operation.

2. Visit a museum or the power company so the class can see pictures, diagrams and models that show how electricity works.

D. Ask the custodian to show the class the master switch or switches for the school building.

E. Do biographical research on:

a. Thomas Edison

b. Benjamin Franklin

c. Werner VonBraun

d. Nikola Teska

VI. Evaluation

1. What are the two sources of electricity shown in the film?

2. Draw a picture of a generator. Name the parts.

3. Why do we need a step-up transformer?

4. What turns the turbine at a power plant?

5. How are boilers heated in steam power plants?

6. Draw a picture of the path of electricity from a power plant to your home. Name the parts.

7. Why do we need a step-down transformer?

8. Draw a picture of an open circuit. Will a light go on, if the circuit is open?

9. Draw a picture of a closed circuit. Is a closed circuit the same as a complete circuit?

10. List ten ways you use electricity in your home.

11. How many books about electricity did you find in the library? Where could you find more books?

VII. Resource Materials

A. Films

1. Electricity All About Us, COR
2. Electricity: How To Make a Circuit, EBF
3. Electricity - Principles of Safety, CFD #120, Berkeley Ed., p.208
4. Electromagnets - How They Work, CFD #7, DePaul Ed., p.333
5. Learning About Electric Current, CFD #20, DePaul Ed., p.379
6. Learning About Electric Current, EBF
7. Making Electricity, CFD #21, DePaul Ed., p.223
8. Making Electricity, EBF
9. What Is Electric Current?, EBF

B. Filmstrips

1. Electricity, EBF
2. Electricity, SVE
3. Finding Out About Electricity, SVE
4. Home Electrical Appliances, EBF

C. Books

1. Beauchamp, et al., Science Problems, Chicago: Scott, Foresman, 1963.
2. Beckard, A.J., Electrical Genius - Nikola Teska, New York: Messner, 1959.
3. Bendick, Jeanne, Electronics For Young People, New York: MeGraw Hill, 1955.
4. Clark, M.L., You and Electronics, Chicago: Childrens Press, 1967.
5. Corbett, Scott, What Makes a Light Go On, Boston: Little, 1966.
6. Goodrun, Werner Von Braun, Space Pioneer, Huntsville: Strode, 1969.
7. Graves, Charles, Benjamin Franklin, Champaign: Garrard, 1960.
8. Guthridge, Sue, Tom Edison, Boy Inventor, Indianapolis: Bobbs, 1959.
9. Halacy, D.S., Fuel Cells: Power For Tomorrow, Cleveland: World, 1966.

10. Meyer, J.S., Picture Book of Electricity, New York: Lothrop, 1953.
11. Padendorf, Illa, The True Book of Magnets and Electricity, Chicago: Childrens Press, 1963.
12. Scharff, How and Why Book of Robots and Electronics, New York: Grosset, 1963.
13. Sootin, Harry, Experiments With Electric Currents, New York: Grosset and Dunlap, 1965.
14. Van de Water, Marjorie, Edison Experiments You Can Do, New York: Harper, 1960.

D. Transparencies

1. Charging an Electroscope by Contact, MLA
2. Electric Field, MLA
3. Electricity, AV of South Florida
4. Electromagnetic Spectrum, MLA
5. Magnatism and Electricity, #013, MLA
6. Magnetic Field, MLA
7. Transformer, The, EG

E. (8mm) Film Loops

1. Electric Circuit, The, EG
2. Electric Current and Its Magnetic Field, #10075,DD
3. Electric Switch, The, EG
4. Electricity and Different Materials, #10025, DD
5. Electricity (static) by Induction and Conduction, DD
6. Electricity from Chemicals, DD
7. Electricity from Water and Gravity, DD
8. Electricity, Magnetism and Gravity, DD
9. Light and Heat from Electricity, DD
10. Magnetism from Electricity, DD
11. Magnetism Produces Electricity, DD
12. Making a Simple Electronic Motor, Part I and Part II, DD

ELECTRICITY - WIRES IN YOUR HOME
CFD #541

A Captioned Film
for
Intermediate Level
by
Arrangement With
AIMS Instructional Media Services, Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time:11 minutes

Color

I. Synopsis

This film introduces electricity. It presents a "behind-the-walls" study of the wires in a home. It traces wires from a home to a generator station with an explanation of electricity and how it works. Electricity is explained through animation, illustrating the flow of electrons. Switches, circuit breakers, insulation and conductors are introduced.

II. Recommended Use

This film is recommended for intermediate students in Science where a unit on electricity is being studied. It could also be used in teaching safety in connection with the use of electricity.

III. Purpose

A. General Objectives

1. To know that electricity is the flow of electrons through a medium
2. To learn the path of electricity from its production at a generator station to the home
3. To be aware of what may cause short circuits
4. To understand the function of switches, fuse boxes, and circuit breakers
5. To know that electrons (electricity) will not flow through all materials
6. To realize how our lives would be altered without electricity

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Define electricity.
2. Tell how electricity is produced.

3. Describe a generating plant.
4. List three (3) possible causes for a short circuit.
5. Tell how light is made from electricity.
6. Outline the path that electrical current follows from a generator station to a home, then back to the generator station.
7. Explain why all wires are insulated.
8. Explain the function of a circuit breaker.
9. Distinguish conductors from non-conductors.
10. Define short circuit.
11. Illustrate the flow of electrons through a conductor.
12. Discuss the importance of electricity in daily living.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Have the pupils discuss how electricity helps them.
2. Prepare a bulletin board on electricity and illustrate how it is produced.
3. Plan a tour of the school's electrical system. Try to find out where the various fuseboxes and circuit breakers are located.
4. Perform some simple electrical experiments using a dry cell battery.
5. Use a light bulb and dry cells to explain and demonstrate open and closed circuits.

D. Vocabulary

1. Idioms and Expressions

conduct pipe
utility pole
generator station
atomic fuel
the force of falling water
is turned on
is made up of ________
lamp cord
gets a "shock"
light up
short circuit
short cut
wall switches
give off heat
fuse box
circuit breakers
needs repair
cut off
power company
electric outlets

2. Selected Vocabulary

Nouns

darkness
electricity
wrapping
steam
circuit
appliances
conductor
plugs
bulb
tungsten
toaster
switch
wires
generator
boiler
electrons
copper
non-conductors
electrician
filament
heaters
storms

Verbs

flip
protected
boiled
receive
lights
describe
glows
resetting
unplug
check
lead
heats
connected
returns
explain
becomes
damaged
fix

Adjectives

tiny

Adverbs

automatically

V. Culminating Activities

A. Plan a trip to a local generating plant.

B. Visit a science museum that shows various equipment necessary to generate or use electricity.

C. Plan an exhibit showing different types of electrical generating equipment.

D. Discuss safety rules in using electricity.

E. Break a burned-out electric bulb and see how the circuit has been broken. Also trace the path of electricity through a clear-glass incandescent bulb.

F. Borrow a conductor-testing apparatus from the high school laboratory and have pupils test various materials to determine their conductivity.

G. Do biographical research on:

1. Michael Faraday
2. Thomas Edison
3. Benjamin Franklin

H. Gather information on first aid for a person experiencing an electrical shock.

I. Investigate current information about the use of the sun (solar energy) as it relates to some of the work electricity does for us now.

VI. Evaluation

1. What is electricity?
2. How does electricity make light?
3. What is a short circuit?
4. Name at least 3 causes of a short circuit.
5. Why is it necessary to have a circuit breaker?
6. Why are all wires insulated?
7. What is a generating plant?
8. What are some sources of power used to generate electricity?
9. Draw a picture illustrating the path electrons follow in an electric current. In your drawing, use a dry cell as a source, a switch, and a light bulb with a socket.
10. Draw a picture illustrating a short circuit.
11. What are conductors? Non-conductors?
12. What is the best conductor?
13. List three materials that are non-conductors.
14. List things you have in your home that use electricity.
15. Discuss how life would be without electricity.

VII. Resource Materials

A. Films

1. Electricity All About Us, COR
2. Electricity: From Power Plant to Home, MGH
3. Making Electricity, EBF
4. The Flow of Electricity, MGH
5. What is Electric Current, EBF

B. Filmstrips

1. Electricity, Harper and Row
2. Electricity, EBF

3. Electricity, MGH
4. How is Electricity Used in the Home? JH
5. How Most Electricity is Produced, JH
6. What is Current Electricity? JH

C. Books

1. Benedick, Jeanne, Electronics for Young People, New York: McGraw-Hill, 1955.
2. Corbett, Scott, What Makes a Light Go On, Boston: Little Company, 1966.
3. Guthridge, Sue, Tom Edison, Boy Inventor, Indianapolis: Bobbs, 1959.
4. Pondendora, Illa, The True Book of Energy, Chicago: Childrens Press, Inc., 1963.

D. Transparencies

1. Circuits - In Series and Parallel, No. 500.BF-09, CV
2. Electrical Distribution, 500.BF-10, CV
3. Generator - How it Works, No. 500.BF-07, CV
4. Static Electricity, No. 500-BF-01, CV

E. Loops

1. Electricity and Different Materials, No 10025, DD
2. Electricity From Sunlight, No. 19705, DD
3. Electricity From Water and Gravity, No. 19635, DD
4. Light and Heat from Electricity, No. 19725, DD
5. What is Electricity, No. 10015, DD

LOOKING AT BIRDS
CFD #553

A Captioned Film
for
Intermediate Level
by
Arrangement With
Encyclopedia Britannica Films Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 10 minutes

Black and White

I. Synopsis

This film shows a variety of birds in different environments. It illustrates ways on which birds differ from other animals in appearance, body structure, functions and behavior. It also shows some of the special ways in which birds are adapted to the places and conditions in which they live.

II. Recommended Use

The film should be used at the intermediate level. It could be used effectively in the Science and Language Arts programs.

III. Purpose

A. General Objectives

1. To explain in what ways the bodies of birds differ from other animals
2. To discuss how the body structure of birds helps them fly and find food
3. To discuss the ways feathers help birds
4. To explain how the birds' legs and feet are adapted to the life they live
5. To illustrate and discuss the various sizes and colors of birds
6. Discuss the different places birds build their nests
7. Discuss the incubation period for birds and how they care for their young

B. Behavioral Objectives

At the end of this film and related study the students will be able to:

1. Explain how the bodies of birds differ from those of other animals.
2. Tell how feathers help birds.

3. Tell how birds' feet and legs are adapted to the life they live.
4. Explain how the body structure of birds helps them fly and find food.
5. Discuss the various size, color and habitat of birds.
6. Tell how the Mother bird cares for her babies.
7. Compare the incubation period of the large and small birds.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Make a bulletin board display of birds:
    - a. Feathers
    - b. Foods
    - c. Nests
2. Take the class for a walk around the school grounds. Observe and record the variety of birds.
3. Take the class to the school library. Check out books on birds.

D. Vocabulary

1. Idioms and Expressions

some animals' bodies
no other animal
like a small tube
lock together like a zipper
with tiny hooks
like a fan
push against the air
hundreds of miles
are just right for
for scooping up
bump into things
lock around a perch
at mating time
must be turned often
take care of themselves
upward or forward
able to fly
will not pull apart
must be kept
at the same time
step right out of
all over the world

2. Selected Vocabulary

Nouns

feathers
skin
tube
branches
barbs
zipper
hooks
fan
filters
penguin
hawks
eagles
bills
hearing
worms
seagull
claws
woodpecker
hummingbird
ostrich
grouse
grebe
female birds
hollows
wings
holes
mating time
directions
songs
calls

Verbs

grow
float
lock
flaps
is sailing
is gliding
uses
hold
lock
study
learn
tear
fed
taught
hatch
protect

Adjectives

light
tiny
safe
alike
different
weak
flat
funny looking
farm
short curved
strong short
webbed
ground

Adverbs

slowly
early

Prepositional phrases

in water
in different ways
on land
from skin
on each side
with tiny hooks
against the air
from winter homes
to summer homes
for getting food
by feathers
in many directions
on the tree
in branches of trees
in hollows of trees
around your home

V. Culminating Activities

A. Visit a zoo.

B. Construct a feeding station. Place it outside the classroom window.

C. In the fall, go on a nature hike. Observe and collect objects related to birds.

D. Using maps, have the children trace the migratory flight of a particular bird.

E. Use an orange, as described in the film, to illustrate the head of a bird.

F. Make birds for a mobile.

G. Make birds of paper mache or clay.

H. Make a chart showing the variations of wings.

I. Draw pictures of the different kinds of nests.

VI. Evaluation

1. How do feathers help a bird fly?
2. How do feathers protect a bird?
3. List five ways birds get their food.
4. Why are a bird's eyes on the sides of its head?
5. How are the birds' legs and feet adapted to the life they live?
6. How are webbed feet helpful to a duck?
7. What is the smallest bird?
8. What is the largest bird?
9. How does a robin's hearing help it to find food?
10. What makes it possible for some birds to sleep on a tree branch?
11. Name three places where birds build their nests.
12. Which birds are not good fliers?
13. In what ways are the bodies of birds different from those of all other animals?
14. List five birds that live in your neighborhood.
15. How do birds help man?

VII. Resource Material

A. Films

1. Birds Building Nests, ICF
2. Birds of the Amazon, ICF
3. Birds of the Bering Sea, ICF
4. Birds Feeding Their Young, ICF
5. Bird Homes, CFD #101, Baxter Ed., p.23

B. Filmstrips

1. Birds You Should Know, MH
2. Feathers and Flight of Birds, HR
3. Learning About Birds, #9940, EB
4. Lets Look at Birds, #9410, EB
5. Nests and Eggs, CF

C. Books

1. Audubon, John James, The Birds of America, New York: MacMillan, 1953.
2. Boulton, Rudyerd, Traveling With the Birds, New York: Donohue, 1960.
3. Earle, O.L., Birds and Their Beaks, New York: Morrow, 1965.
4. Earle, O.L., Birds and Their Nests, New York: Morrow, 1952.
5. For, Charles, Birds Will Come to You, Chicago: Reilly and Lee, 1963.
6. Fans, R., Birds Eat and Eat and Eat, New York: Crowell, 1963.
7. Peterson, Roger, The Birds, New York: Time Inc., 1967.
8. Webb, Addison, Birds in Their Homes, New York: Doubleday, 1950.

D. Film Loops

1. Baby Birds, ERS
2. Beaks and Bills, ERS
3. Bird Migration, ERS
4. Claws and Feet, ERS
5. Importance of Bird Tails, ERS
6. Our Friend the Robin, ERS
7. Perching Birds, Largest Family of Birds, ERS
8. Protective Coloration-Birds, ERS
9. Swallow, ERS
10. Woodpecking Birds, ERS

E. Records

1. Birds on a May Morning, LA
2. Birds World of Song, LA
3. Songbirds of America, LA

F. Other Materials

1. Color Pictures
   a. Birds in Our Land, LA
2. Transparencies
   a. Nature Study, LA

MAGNETS AND THEIR USES
CFD #556

A Captioned Film
for
Primary and Intermediate Levels
by
Arrangement With
BFA Educational Media

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 9 1/2 minutes Color

I. Synopsis

This film is designed to help students learn what magnets are, what they do, and how they are used. Magnets attract iron or steel. Demonstrations illustrate that a magnet has two poles, each different from the other. Through the use of animation, we learn about some of the characteristics and properties of magnets. The film shows how some magnets are used in every-day living in homes, in industries, and in the world around us.

II. Recommended Use

This film is recommended for Science.

III. Purpose

A. General Objectives

1. To arouse curiosity
2. To help the pupils better understand the forces of magnetism and effects on certain objects
3. To observe shapes, sizes, and strengths of magnets
4. To show that it is fun to experiment with magnets and different objects in a classroom
5. To illustrate the fact that objects can be attracted while other objects cannot

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Know that magnets attract iron or steel.
2. Identify the different kinds of magnets - namely, a U magnet, a bar magnet, and a horseshoe magnet.
3. Know that the ends of magnets are called poles, each different from the other.
4. Find out that like poles repel each other; unlike poles attract each other.

5. Realize that magnets have many uses in homes, hospitals, physicians' offices, shops, and in industries.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Gather a number of materials to be tested, such as nails, paper clips, bolts, twigs, nuts, hair pins, paper, a pair of scissors, etc.
2. Display a U magnet, a bar magnet, and a horseshoe magnet.
3. Give the pupils an opportunity to "play" with the magnets.
4. Arouse the pupils' curiosity. Let them express what they think after performing the experiments.

D. Vocabulary

1. Idioms and Expressions

special piece of metal
attract other pieces of metal
place a flat glass
sprinkle bits
filings arrange themselves
gather around the poles
Turn the magnet.
stops turning
remove small pieces
collected from homes
picks up
swings freely
returns to the same
like poles
unlike poles
is made up of
point in many directions
tiny forces do not act together
acts on
hold up lids
moving belt
take along

2. Selected Vocabulary

Nouns

magnet
work
iron
filings
inside
forces
trash
belt
metal
object
steel
pole
half
power
compass
needle
tools
cardboard
bits
attraction
direction
lids
materials
tacks

Adjectives

special
different
iron
magnetic
heavy
strong
useful
like
south-seeking
moving
compass
alike
unlike
tiny
flat
cardboard

Verbs

attract	sprinkle	arrange
gather	hang	turn
return	point(s)	repel
remove		

Adverbs

freely	up	easily
safely	north	always

V. Culminating Activities

A. Prepare a bulletin board with pictures of different magnets or posters showing how magnets can be used for different purposes.

B. Using the three types of magnets available, pick pins up off the floor in a classroom; also, small pieces of metal from someone's hand.

C. Get a flat glass upon which to sprinkle iron filings; then experiment with a magnet.

D. Have a bar magnet suspended on a string or a fine wire. See if it turns freely and then stops in a North-South direction.

E. If possible, arrange visits to nearby industries or possibly a junk yard where special magnets may be observed in operation.

VI. Evaluation

1. How do you know that a north pole attracts a south pole?
2. How do you know that two poles repel each other?
3. Why does a magnet not pick up paper?
4. Does a magnet always have to touch an object in order to attract it? Give a reason.
5. What part of the magnet is strongest? Is one pole stronger than the other?
6. How can pieces of iron or steel be sorted from rubbish?
7. Can you think of other ways in which magnets are used?

VII. Resource Materials

A. Films

1. Magnetism, COR
2. Magnets, MGH
3. Michael Discovers the Magnet, EBF
4. Simple Demonstrations With Magnetism, COR

B. Filmstrips

1. Finding Out About Magnets, SVE
2. Magnets, ERS (Educational Record Sales, New York)
3. Magnets, FH
4. Magnets, MGH
5. Magnets, SS
6. Magnetism and Electricity, SVE
7. Magnets Work For Us, PS
8. Permanent Magnets, HR

C. Books

1. Adler, Irving, Magnets, New York: Day, 1966.
2. Branley, Franklyn M., Mickey's Magnet, New York: Crowell, 1956.
3. Feravolo, Rocco V., Magnets, Champaign, Ill.: Garrard, 1960.
4. Freeman, Mae, The Book of Magnets, New York: Four Winds, 1968.
5. Lieberg, Owen S., Wonders of Magnets and Magnetism, New York: Dodd, 1967.
6. Pine, Tillie S., Magnets and How to Use Them, New York: McGraw, 1958.
7. Pondendorf, Illa, Magnets, Chicago: Childrens, 1971.
8. Sacks, Raymond, Magnets, New York: Coward, 1967.
9. Sootin, Harry, Experiments with Magnetism, New York: Grosset, 1968.

D. Transparencies

1. Magnetic Domains, # MLA0949, MLA
2. Magnetic Field, #MLA0948, MLA

E. Loops

1. Magnetic Fields - Part I, #10055, super 8 mm, DM
2. Magnetic Fields - Part II, #10065, super 8 mm, DM
3. What is Magnetism?, #10045, super 8 mm, DM

F. Still Pictures

1. Magnets, Science Themes No. 2, LA

MAGNETS FOR BEGINNERS
CFD #557

A Captioned Film
for
Intermediate Level
by
Arrangement With
Coronet Films

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 11 minutes Color

I. Synopsis

This film shows simple step-by-step experiments demonstrating what materials magnets do or do not attract, what a magnetic field is, what poles are, and how a magnetic force can pass through certain objects. A needle is made into a magnet and then used as a compass. A unique experiment shows the magnetic field in three dimensions using iron filings suspended in glycerin.

II. Recommended Use

This film is recommended for intermediate students in Science where a unit on magnets is being studied. It could be used as an introduction to the study of magnets.

III. Purpose

A. General Objectives

1. To introduce the study of magnets
2. To stimulate students to do their own experiments with magnets
3. To show that magnets can be fun
4. To help students learn how magnets are useful
5. To acquaint students with the basic concepts of magnets

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Tell the work of magnets.
2. Relate that a magnet does not attract everything.
3. List things a magnet will attract and also things it will not attract.
4. Specify the kinds of metals a magnet will attract.
5. Describe a magnetic field.
6. List four different kinds of magnets.

7. Demonstrate how a needle can be magnetized.
8. Identify the poles of a magnet.
9. Relate the following concepts concerning magnets:
    a. Magnets attract steel and iron things.
    b. The magnetic force goes into the space around a magnet.
    c. The magnet's poles have the strongest attraction.
    d. All magnets have poles.
    e. Unlike poles attract each other.
    f. Like poles repel each other.
    g. The poles of a magnet always point North and South.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Have the pupils tell of any experience(s) they have had with magnets.
2. Have the pupils do a bulletin board or a room display on magnets and magnetism.
3. Make a home-study experiment sheet on magnets to give the students practice in experimentation at home.
4. Gather all available printed materials on magnets and magnetism for the pupils to examine.
5. Have oral reports on how magnets help us in our every day life.

D. Vocabulary

1. Idioms and Expressions

made of______
copper penny
aluminum foil
invisible pull
magnetic force
iron filings
magnetic field
is help up in the air
horseshoe magnet
U-shaped magnet
rod-shaped magnet

is shaped like______
bar magnet
in one direction
a piece of______
attract each other
repel each other
unlike poles
like poles
point in the same direction
floating cork
free to turn

2. Selected Vocabulary

Nouns

magnet
paper clips
metals
steel
iron
non-metals
rubber
glass
leather
wood
distance
pattern
thumbtacks
wrench
pencil
ruler
materials
button
needle
glycerine
liquid
poles
dial
compass
clipboard
bulletin board
screw driver
pieces
automobiles
bed spring
electromagnetic
electricity
experiments

Verbs

attract
experiment
sprinkle
tie
stroke
magnetized
sink
pulls
mark
hang
wait
turning
notice
labeled
points
lifts
pick up

Adjectives

non-metal
plastic
powerful
useful
large
heavy
strongest

Adverb

freely

V. Culminating Activities

A. Make a boat from a small piece of soft wood. Cut a square piece of paper for the sail. Stick a darning needle into the wood for a mast. Float the boat in a large bowl, basin or sink. Have a child hold a magnet near it and observe the magnetic pull.

B. Stroke a large nail with one end of a magnet. Stroke it in one direction only, and the nail will become magnetized. Children may then experiment with the magnet they have made.

C. Make a display board divided into thirds. Attach articles in each third with the following headings:

a. Things Magnets Will Attract

b. Things Magnets Will Not Attract

c. Things That Magnetism Will Go Through

(Encourage the pupils to experiment with the articles on the board.)

VI. Evaluation

1. What can a magnet do?
2. List three (3) things that a magnet can attract.
3. List five (5) things that a magnet will not attract.
4. Does a magnet attract all matals?
5. List three (3) metals that a magnet does not attract.
6. What kinds of metals will a magnet attract?
7. Can a magnet attract non-metal things?
8. Can we see the magnetic field of a magnet?
9. Can the magnetic force go through other materials?
10. List four (4) kinds of magnets.
11. Can you make a magnet of a needle? How?
12. What are the poles of a magnet?
13. What do we label the poles of a magnet?
14. Do like poles repel each other?
15. Does a compass have a magnet?
16. What is the purpose of a compass?
17. What is an electromagnet?
18. List some ways in which we use magnets.

VII. Resource Materials

A. Films

1. Magnets, Gateway
2. Michael Discovers the Magnet, EBF

B. Filmstrips

1. Different Kinds of Magnets, JH
2. Discovering Magnets, JH
3. Magnetism and Electricity, SVE
4. Magnets, EBE
5. Magnets, FH
6. Magnets Can Attract Through Objects, JH

C. Books

1. Branley, Franklyn M., Mickey's Magnets, Thomas Y. Crowell Company, 1956.

2. Pine, Tillie S., Magnets and How to Use Them, McGraw-Hill Book Company, Inc., 1958.

D. Transparencies

1. Electromagnets, Valiant I.M.C.

2. Magnetism, Valiant I.M.C.

E. Loops

1. Destroying A Magnet, UEVA

2. Earth Is A Giant Magnet, The, UEVA

3. Like Poles Repel, UEVA

4. Magnetic Forces Penetrate, UEVA

5. Making A Magnet, UEVA

6. Poles of A Magnet, UEVA

7. Unlike Poles Attract, UEVA

8. What Do Magnets Attract?, UEVA

9. What Is A Magnet?, UEVA

10. When A Magnet Is Cut, UEVA

MAMMALS AND MILK
CFD # 558

A Captioned Film
for
Intermediate Level
by
Arrangement With
AIMS

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 14 minutes Color

I. Synopsis

The film shows that although mammals are different in many ways, they are alike in one respect; they have mammary glands. They produce milk to feed their young. In animation, the film shows how the milk starts flowing in a mother's breast soon after birth. Also shown is how the milk flows through the ducts to the nipple; and how baby mammals nurse.

II. Recommended Use

This film would be of benefit in four major areas of work:

Science

The film explains why some animals are called mammals. It also deals with how milk is produced in the mammary glands.

Health and Sex Education

The film stresses the importance of proper eating habits for the production of good milk. It shows the emotional stability of the mothers and their loving tenderness.

Social Studies

This film can be used in the diary unit. It gives added depth to the study of milk production.

Language

"Mammals and Milk" may be used as a motivation film leading to discussion of how babies feel wanted and safe. Primarily, it can be used to discuss first hand experiences with pets and new babies in the family.

III. Purpose

A. General Objectives

1. To introduce a group of animals classified as mammals
2. To introduce the distinguishing characteristics of mammals with an emphasis on the fact that mammals produce milk and nurse their young

3. To show how different mammals nurse their young

4. To illustrate how milk is produced in the mammary glands

5. To show how milk is processed on a modern dairy farm

B. Behavioral Objectives

At the end of this film and related study, the student will be able to:

1. Give the feature that distinguishes mammals from other animals.

2. List at least 10 mammals.

3. Describe the milking process on a dairy farm.

4. List at least 5 different foods made from milk.

5. Compare some mammals' ways of nursing.

6. Explain how milk is produced in the mammary glands.

7. Tell what all mammals must do in order to produce good milk.

8. Explain why it is necessary for all baby mammals to drink milk.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Prepare a bulletin board on mammals.

2. Have students discuss the uses of milk.

3. Obtain and read stories about mammals and their nursing habits to the students.

4. Make a chart of some mammals that illustrates their nursing habits.

5. Have a milkman or representative from a milk company come to the class and discuss his work.

6. Read a biography of Louis Pasteur and his work with pasteurization.

7. Read the label(s) on a milk carton. What information does it give you about milk?

D. Vocabulary

1. Idioms and Expressions

a little bit alike
nurse their young
be milked

milking machines
lots of __________
new born mammals
in different positions
standing up
lies on her side
twice a year
lie on their tummies
takes good care of ______
at once
mammary glands
do the same job
stay well

2. Selected Vocabulary

Nouns

mammals
udder
breakfast
snacks
cakes
cheese
pets
breast
milk
dairyman
lunch
malts
cookies
air bubbles
doe
ducts
dairies
nipples
dinner
milk shakes
pudding
bottle
swine
stomach

Verbs

look
pumps
suck
washing
shrink
feed
mixes
holds
scamper
pats
milking
nurse
cuddling
swell

Adjectives

full
foamy
helpless
happy
important
heavy
human
playful
furry
yummy
weak
rubber
hungry

Adverbs

gently
quietly
happily

V. Culminating Activities

A. Visit a dairy farm.

B. Arrange with a dairyman to let the students have a first-hand experience in milking a cow by hand.

VI. Evaluation

1. What is a mammal?
2. Name 10 mammals.
3. How are all mammals alike?
4. Describe how cows are milked on a large dairy farm.
5. Why must cows be milked in the morning and in the evening?
6. List 5 different foods that are made from milk.
7. Compare the way calves nurse with piglets.
8. Where does the milk come from?
9. When can mother's mammary glands start to produce milk?
10. How does milk help babies?
11. Explain why it is necessary to pat a baby's back after drinking milk.

VII. Resource Materials

A. Films

1. Farmer, The, EBF
2. Mammals are Interesting, CFD #162, Baxter Ed., p.228
3. Mammals of the Countryside, COR
4. Mammals of the Rocky Mountains, COR
5. Mammals of the Western Plains, COR
6. Milk, (2nd Ed.), CFD #64, DePaul Ed., p.229
7. Observing Mammals in the Forest, CCM #BZ-379

B. Filmstrips

1. Discovering Mammals, EBE
2. How Mammals Get Their Food, CF
3. Learning About Mammals, EBE
4. Milkman, The, Young America Films
5. Story of Milk, The, Society of Visual Education

C. Books

1. Floethe, Louise, A Farmer and His Cow, Scribner, 1957.
2. Green, Carla, I Want to be a Dairy Farmer, Childrens, 1957.

3. Liffring, Joan, Dee and Curtis on a Dairy Farm, Fallett, 1957.
4. Williamson, Margaret, The First Book of Mammals, Watts, 1960.
5. Wise, William, World of Giant Mammals, See and Read Science Books, New York: Putnam, 1965.
6. Zim, Herbert S., Mammals, Golden Books, Racine, Wis.:Western, 1955.

D. Still Pictures
   1. Dairy Helpers, SP 122
   2. Farm and Ranch Animals, SP 106

E. 35mm Slides
   1. The Glandular System of Man,T 1859-29 (includes the mammary gland.)
   2. Comparative Studies of Mammals, CCM

F. Loops
   1. Mammals, No. BZ342, BZ344 (super 8mm)

SIMPLE MACHINES AT SEA
CFD #567

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
AIMS Instructional Media Services, Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped

Time: 16 minutes Color

I. Synopsis

This film introduces simple machines used in our everyday life. It shows how the pulley, inclined plane, wheel and axle, and wedge and lever are used aboard a replica of an early American privateer clipper. The film demonstrates that men could never sail such a ship without the use of simple machines. There is also a comparison of numerous simple tools found around the home, such as a bottle opener and a knife. Several modifications of simple machines are also described, such as the screw and axe.

II. Recommended Use

This film is recommended for intermediate and advanced students in the Science program where a unit on simple machines is being studied. Simple machines at work such as, wheels and axles, pulleys, inclined planes, screws and wedges and levers are illustrated in this film.

III. Purpose

A. General Objectives

1. To introduce simple machines to students
2. To illustrate how a simple machine can make work easier and faster
3. To show that it is often necessary to combine two or more simple machines to enable men to do heavy work
4. To give examples of how men aboard ship use simple machines to guide a ship
5. To acquaint the students with simple machines that help us to do almost everything we do in daily life

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Define a simple machine.
2. Relate why we use machines.

3. List six (6) simple machines and examples of their uses.

4. Describe how to make work easier.

5. Define friction.

6. List the basic machines.

7. Identify a machine which consists of two or more simple machines.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Do a bulletin board on simple machines.

2. Bring some items that apply to simple machines such as, screws, bolts, table knives, spoons, fishing reels, hammers, bottle openers, nut crackers, nails, old watches, toy cars, egg beaters, hatchets, pulleys, etc., for students to observe.

3. Initiate some projects which will require simple tools. Ask students the best method for getting the job done.

   Examples: opening a wooden box that is nailed shut; pulling out a large nail in a plank.

4. Show a picture of a complicated machine such as an automobile, sailboat, locomotive, job press machine, etc., and have students identify the simple machines involved.

D. Vocabulary

1. Idioms and Expressions

simple machines
pulling power
straight up
work input
rolled on its side
the edge of ______
hauls up
sliding around
a series of ______
inclined plane
wrapped around a column
aboard ship
in order to
on its course
the spoke of a wheel

2. Selected Vocabulary

Nouns

tons
strength
combination
wheel
axle
pulley
distance
screw
wedge
lever
force
fellow
barrel
sailor
friction
gangplank
engine
sails
vessel
prow
helmsman
compass
rudder
gears
bilge
mast
windlass
equipment
harbor

Verbs

guide
weighs
lift
combined
increase
spreading
multiply
trades
loop
enables
simplifies
charts
plots
steers
grab
extend
operate
tighten

Adjectives

several
young
eager
willing
clumsy
experienced
complicated
basic

Adverbs

gradually
simply
easily

V. Culminating Activities

1. Let the students experiment with some simple machines.
2. Make models of simple machines and basic tools.
3. Visit a nearby construction site and have students note different kinds of simple machines.
4. Discuss with the class where they can find simple machines around their homes. Have them identify and classify them.

VI. Evaluation

1. What is a simple machine?
2. Why do we use machines?
3. List six (6) simple machines and give an example of how each is used.
4. Explain how you would move a heavy barrel using simple machines.
5. What is friction?
6. Why does a sailing ship have many pulleys?
7. List the basic machines.
8. Give an example of a complex machine that uses a combination of two basic machines.

VII. Resource Materials

A. Films

1. Energy and Work, BPS
2. Lever-Age, A History of the Toothed Wheel, Shell Oil Co.
3. Pulleys and Work, BFA
4. Simple Machines, EBF

B. Filmstrips

1. Energy and Work, EG
2. Machines, SVE
3. Machines for Daily Use, EG
4. Machines Help Us Travel, EG
5. Origin of Technology-Tools and Machinery, The, EG
6. Overcoming Friction, PS
7. Simple Machines, SVE
8. Simple Machines, EG
9. Simple Machines For You, PS
10. Work of Gears, The, SVE
11. Work of the Incline Plane, Screw and Wedge, The, SVE
12. Work of the Lever, The, SVE
13. Work of the Pulley, The, SVE
14. Work of the Wheel and the Axle, The, SVE

C. Books

1. Adler, Irving, Machines, New York: Day, 1964.
2. Elting, Mary, Machines At Work, New York: Harvey, 1954.
3. Meyer, Jerome, Machines, Cleveland: World, 1958.
4. Notkin, Jerome J., How and Why Wonder Book of Machines, New York: Grosset and Dunlap, 1960.
5. Schneider, Herman, Everyday Machines, New York: McGraw, 1962.
6. Sootin, Harry, Experiments With Machines and Matter, New York: Grosset and Dunlap, 1963.
7. Zim, Herbert, Machine Tools, New York: Morrow, 1969.

D. Transparencies

1. Simple and Complex Machinery, Set, TGS-B, PS
    a. Special Uses - I (axles, wheels), PS
    b. Special Uses - II (levers, pulleys, inclined planes), PS
    c. Types of Complex Machines, PS
    d. Types of Simple Machinery, PS

E. Loops

1. The Seesaw - A First Class Machine, UEVA
2. Encyclopedia Britannica Films - Simple Machines Set, Numbers S-80824 S-80833
    a. The Action of the Lever I
    b. The Action of the Lever II
    c. The Action of the Lever III
    d. The Inclined Plane
    e. The Pulley I
    f. The Pulley II
    g. The Screw
    h. The Gear
    i. The Wedge
    j. The Wheel and Axle

SNAKES AND HOW THEY LIVE
CFD #568

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
Aims Instructional Media Services

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 13 minutes Color

I. Synopsis

This film explores how snakes live and behave. Illustrations of their mobility and eating habits are excellently presented in the film. It contains extraordinary sequences of close-up photography of snakes in action.

II. Recommended Use

The film is recommended for intermediate and advanced students in Science where a unit on reptiles and/or snakes is being studied.

III. Purpose

A. General Objectives

1. To acquaint students with a feeling and understanding of how snakes live and behave
2. To help students recognize that some snakes are helpful in many ways
3. To motivate students to pursue further study on snakes
4. To remove some of the superstitious beliefs about snakes that some students may have

B. Behavorial Objectives

After viewing this film and related study the student will be able to:

1. Define reptile.
2. List other animals that are members of the reptile family.
3. Tell how snakes are different from all other members belonging to the reptile family.
4. Describe how a snake moves.
5. Describe the physical characteristics of a snake.
6. Explain how snakes use their senses of hearing and smelling.
7. Give at least two (2) examples of how some snakes are helpful.

8. Name four (4) poisonous snakes of the United States.
9. Visually distinquish between poisonous and non-poisonous snakes.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Ask the students leading questions that will reveal their present knowledge and understanding about snakes.
2. Have students tell about any experiences they may have had with snakes.
3. Make available printed and visual materials on snakes for pupils to view.
4. Tell the pupils some "old wives tales" concerning snakes to get their reactions.
5. Borrow a display kit(s) on snakes from the local school media center.
6. Arrange a bulletin board display on snakes.
7. Discuss with the students how they can visually determine if a snake is poisonous or non-poisonous.

D. Vocabulary

1. Idioms and Expressions

"most misunderstood animals"
from side to side
on the underside of
a sense organ
curve back toward the throat
hollow teeth
are cornered, handled or stepped on
in a strange manner
are covered with
forked tongue
for a moment
regular solid teeth
stay out of your way

2. Selected Vocabulary

Nouns

deserts
forests
lizards
reptiles
turtles
alligators
crocodiles
ribs
scales
muscles
backbone
eyes
eyelids
cap
skin
sounds
movement
stomach
pests
jaws
rattlesnake
sidewinder
coral snake
water moccasin
copperhead
fangs
poison
prey
enemy
king snake
boa constrictor

Verbs

bend
wiggle
slipping
travels
swim
covers
protects
crawls
smells
observe
chew
enters
swallow
chewing
unhinge
shed
inject
bite
hatched
suffocate
hibernate

Adjectives

beautiful
rough
transplant
slimy
grassy
wild
unusual
tiny
poisonous
reptile
shiny
harmful
protective

Adverbs

easily
backwards
temporarily
forward
fast

V. Culminating Activities

A. Have pupils do further research on snakes to find out such things as:

1. Do snakes live in all parts of the world?

2. Do some snakes suffocate their prey before eating it?

3. Are all snakes about the same size?

4. How big do some snakes grow?

5. Where do snakes like to live?

B. Bring in models, or disect a snake for a general view of its anatomy and physiology.

C. Expose the pupils through lecture, discussions and demonstrations to the correct first-aid treatment for snake bites.

D. Visit a museum or zoo to look at snakes in their natural habitat.

E. Have pupils do a report on a snake that was interesting to them.

VI. Evaluation

1. What is a reptile?

2. Name at least three reptiles.

3. What makes snakes different from other reptile family members?

4. How does a snake propel itself?

5. Describe the external features of a snake.

6. How do snakes "hear?"
7. Describe the eyes of a snake.
8. How do snakes benefit man?
9. What are the names of four (4) poisonous snakes found in the United States?
10. How can you visually distinguish between poisonous and non-poisonous snakes?

VII. Resource Materials

A. Films

1. Reptiles, EBF
2. Reptiles and Their Characteristics, COR
3. Reptiles Are Interesting, Film Associates of Calif.

B. Filmstrips

1. Coming of Reptiles, The, EBF
2. Place of Reptiles in Nature, The, IFC
3. Reptiles, SVE
4. Snakes, EBE
5. Snakes Are Mighty Hunters, IFC

C. Books

1. Fenton, Carroll, Reptiles And Their World, Day, 1961.
2. Kursh, Harry, Cobras In His Garden, Harvey, 1965.
3. Mathewson, Robert, The How and Why Wonder Book of Reptiles, Grosset, 1960.
4. Rounds, Glen, The Snake Tree, World, 1963.
5. Wise, William A., Giant Snakes And Other Amazing Reptiles, Putnam, 1970.
6. Zim, Herbert, Snakes, Morrow, 1949.

D. Transparencies

1. Characteristics of Reptiles, T-1860-3, CCM
2. Constrictors, 570. AG-05,CV
3. Different Families of Poisonous Snakes - United States, 570. AG-02, CV
4. Importance of Reptiles, 570. AF-08, CV
5. Poisonous Snakes Not Native to the United States, 570. AG-03, CV
6. Reptile Characteristics, 570. AG-04, CV

7. Snake Superstitions, 570. AG-06, CV

E. Loops

1. Desert Snakes, DMM, Super 8mm
2. Egg-Eating Snake, The,DMM, Super 8mm
3. Introducing Reptiles, Coronet, Super 8mm
4. Rattlesnake, DMM, Super 8mm
5. Snakes, DMM, Super 8mm
6. Snakes of the Amazon, DMM, Super 8mm

F. Recordings
(Records and cassettes available)*

1. Ann Alligator/ Harvey Gila Monster, AVSF
2. Betsy Boa Constrictor/ Ivan Iguana, AVSF
3. Clyde Chameleon/ Chester Crocodile, AVSF
4. Timmy Turtle/ Rodney Rattlesnake, AVSF

*Audio Visuals of South Florida
3748 N.E. 12th Avenue
Fort Lauderdale, Florida 33307

SUN
CFD #569

A Captioned Film
for
Primary Level
by
Arrangement With
ACI Films, Incorporated

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time : 7 minutes

Color

I. Synopsis

This film describes in very elementary terms the physical characteristics of the sun. Particular attention is placed on how the sun affects life on earth. It describes how the sun helps things grow, as well as provides us with heat and light. The entire narration is sung by a female accompanied by a guitar.

II. Recommended Use

The film is recommended for primary level students in Science. It may be of use in a music and rhythm class because the narration is in song form.

III. Purpose

A. General Objectives

1. To introduce the basic physical characteristics of the sun
2. To show the various basic ways in which the sun helps us and all other living things

B. Behavioral Objectives

At the end of the film and related study, the student will be able to:

1. Describe the sun.
2. Distinguish the sun from the moon.
3. List two forms of energy given by the sun.
4. List at least 3 different living things that depend on the sun for existence.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Prepare a bulletin board on things that depend on the sun for existence.

2. Relate to the students the dimensions of the sun to get an idea of its vastness and to create interest. Include its distance from the earth, its temperature, etc.

3. Make a mobile of the solar system with the sun as the focal point and in correct size and proportion to the other bodies.

D. Vocabulary

1. Idioms and Expressions

looks like
lights up
look out
goes away
good for everyone
in the summertime

2. Selected Vocabulary

Nouns

sun
summer
world
tree
leaves
balloon
light
animals
dime
milkman
moon
grass
flowers
spring

Verbs

sleep
love
like
grow
drink
shining
gives
eat
cost

Adjectives

big
hot
warm
round
yellow
bright
green

V. Culminating Activities

A. As a class project, let the class do an experiment growing plants under two different conditions - one receiving sunlight and the other receiving no sunlight.

B. Arrange for the class to visit the local weather bureau. A point of emphasis should be how weathermen use the sun to predict high and low temperatures, and how they can predict the time the sun will rise and set.

VI. Evaluation

1. Describe the sun.
2. Is the sun like the moon?
3. Describe how the sun is different from the moon.
4. What does the sun give us?
5. How does the sun help plants?

VII. Resource Materials

A. Films

1. Causes of the Seasons, COR
2. The Sun, COR
3. What Causes the Seasons?, CFD# 191, Berkeley Ed., p. 239
4. What Makes Day and Night, YAF

B. Filmstrips

1. Follow the Sunset, (sound filmstrip), LA
2. Sun, Moon, and Earth, CCM

C. Transparencies

1. Astronomy: The Sun, No.3414, VEVA
2. Earth in Space Series: LA
    a. Model of Night and Day
    b. Watch the Sun
3. Science Themes No. 2

    Twelve 10" x 13" color pictures and twelve resource sheets.

    A sequel on the sun is included. LA

D. Records

1. Tom Glazer. Space Songs. One - 33 1/3 rpm record. Includes songs about planets, stars, the sun, and the moon.

E. Loops (8mm)

1. Sun As A Source of Light to the Earth, EGH

F. Books

1. Newrath, Between Earth and Sky, Sterling, 1958.
2. Poole, S.P., From Season to Season, Bobbs-Merrill, 1947.

G. Still Pictures

1. Day and Night, EBF
2. The Sun - I, EBF
3. The Sun - II, EBF

WHAT FLOWERS DO: A FIRST FILM
CFD # 694

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
Bailey Film Associates

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 12 minutes

Color

I. Synopsis

This film shows the vital parts of a flower, and the function of each part.

II. Recommended Use

This film is recommended for intermediate and advanced students in Science for the study of plants and flowers.

III. Purpose

A. General Objectives

1. To introduce the parts of a flower
2. To understand the function of each part of a flower
3. To learn several ways pollen can be carried
4. To show how a strawberry grows from a blossom to a full grown berry, in time lapse sequences

B. Behavioral Objectives

At the end of this film and related study, the student will be able to:

1. Illustrate the vital parts of a flower.
2. Describe the function of the parts of a flower.
3. List ways pollen may be carried.

VI. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Prepare a bulletin board on how flowers and plants grow, and how they help us.
2. Have the pupils plant flowers and observe the parts as it grows and matures.
3. Have the pupils find and cut out pictures of flowers to

make their own book of flowers.

D. Vocabulary

1. Idioms and Expressions

in many different sizes
all kinds of ______
changes into
don't look alike
on their ends

2. Selected Vocabulary

Nouns

flowers
trees
shrubs
blossoms
seeds
bud
petals
stamens
pistils
dandelion
pollen
insects
nectar
hives
humming bird
breeze

Verbs

fade
contain
rub off

Adjectives

bright
different

V. Culminating Activities

A. Make a school display or bulletin board display of flowers around the school or community (in season).

B. Bring several different kinds of flowers (available at local nursery) and have the class look and identify the main parts of each flower.

C. Look at slides of pollen under a microscope. Draw or sketch pollen as it appears to the students.

VI. Evaluation

1. Name the three main parts of a flower.
2. Draw a flower and label the three parts.
3. What is pollen?
4. Where does pollen come from?
5. Explain three ways pollen can be carried.
6. What must the pistil of a flower have before it can make seeds?
7. Why do some farmers put bee hives in their fields?

VII. Resource Materials

A. Films

1. How Green Plants Make and Use Food, COR

2. How Plants Live and Grow, PS
3. Life of a Plant, EBF
4. Secrets of the Plant World, CFD # 178, Berkeley Ed., p.302

B. Filmstrips

1. Flowers, Fruits and Seeds, EBE
2. Flowers and Their Pollination, IFC
3. Growth from Seeds, EBE
4. Insect Pollination - Part I, IFC
5. Insect Pollination - Part II, IFC
6. Looking for Wild Flowers, Popular Science Audio-Visuals
7. Seeds and How They Travel, EBE
8. Work of Flowers, EBE
9. Wind Pollination, IFC

C. Books

1. Dowden, Anne O.T. Look At A Flower, Crowell, 1963.
2. Hutchins, Ross E. This Is A Flower, Dodd, 1963
3. Jacques, How to know Series. William C. Brown, Publisher.
    a. Fall Flowers
    b. Spring Flowers

D. Transparencies

1. New Botany Transparencies: Seed and Germination Group, Number TN 137-0, AJN
2. Plants and Seeds,(Twelve 10"X13" color transparencies and 12 resource sheets), LA

E. Loops
(Super 8mm silent loops)

1. From Flower to Fruit, MGH
2. Flowers Opening, DMM
3. Flower Pollination by Bees, DMM

F. Slides (35mm, color)

1. Flowers

    Set of 18 slides illustrates different types of flowers.
    Set T-2070 48541

2. Pollenization

    Set of 24 slides shows various methods of pollenization.
    Set T-2085 48558

NOTE TO TEACHER: Complete scripts for each film are an experimental idea. Captioned Films would appreciate your reactions to this sample script.

Address your responses to:
Dr. Howard M. Quigley, Director
Educational Media Distribution Center
5034 Wisconsin Ave. N.W.
Washington, D.C. 20016

WHAT DO FLOWERS DO: A FIRST FILM

Many plants have flowers. Have you seen these flowers in your garden? Flowers grow in many different sizes. They have different shapes and colors. All kinds of plants have flowers. Many trees and shrubs have flowers, too.

Here are the maple tree flowers. Pussy willow flowers grow from willow plants. Water plants have flowers, too.

First, plants have flowers. Fruit or seeds grow from the flowers. These blossoms (flowers) grew from the apple tree. Apples grow after the blossoms fade. Part of these flowers will change to berries. These berries contain seeds. This flower changes into a squash. Each part of a flower helps make seeds.

All flowers don't look alike. The flower parts are different sizes, shapes and colors. They all have jobs.

Flowers start from buds. Buds don't really open this fast. The petals are bright and colorful. The stamens grow in a circle inside the petals. The pistil grows in the center of the flower.

Let's find the three important parts on this flower. Petals. Stamens. Pistil. Petals. Stamens. Pistil. Can you find them on this flower? Find them here.

A dandelion is not one flower. It is many small flowers growing together. These are small flowers. Let's pull out one of the tiny flowers. These flowers grow like the dandelion. Many small flowers are growing together. This is a hibiscus flower. These are the stamens. Here's the pistil.

All stamens have pollen (powder) on their ends. Pollen must move from stamens to the end of the pistil. Pollen will help make seeds later.

How does the pollen move? Bees and other insects carry pollen. Bees drink sweet liquid from flowers. The liquid is called nectar. Bees get pollen on their bodies when they fly into flowers. Some pollen may rub off the bee's back on a pistil. Some farm crops need bees to carry pollen. Farmers put bee hives in their fields. The bees work in the fields. They help the farmer.

Birds carry pollen from flower to flower. These humming birds carry pollen. Pollen is so small and weighs so little. The wind may carry pollen through the air.

These are mulberry tree flowers. The mulberry stamens shoot pollen into the air. Watch this spot. Watch this spot, too.

Each part of a flower has work to do. The busy parts make seeds and fruit. We will watch a strawberry plant grow on this fast film. The strawberry plant _really_ grows in about four weeks. It grows from blossom to ripe berry. The small dots on the berry are seeds. Many plants with flowers make seeds and fruits.

Most flowers have three important parts. The parts are called _petals_, _stamens_ and _pistil_. Each flower part has something to do.

Birds and insects like the bright petals. They fly to the petals. The stamens have pollen. Pollen must move to the end of the pistil. Then, the flower can make seeds. Insects, wind and birds carry pollen. Pollen moves from flower to flower and from stamen to pistil.

Plants can make seeds and fruit because each flower part helps. Flowers are important to the plant. Look for the flower parts the next time you see a flower.

WHAT DO SEEDS DO? A FIRST FILM
CFD #579

A Captioned Film
for
Primary and Intermediate Levels
by
Agreement With
BFA Educational Media

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 11 minutes Color

I. Synopsis

This film shows that there are many kinds of seeds. Some seeds are large and some are small, but each seed contains some stored food. Every seed also contains a small plant that uses the food supply until the plant is able to make its own food. Also covered in this film are illustrations of how seeds are carried from the parent plant to other places. Specific mention is made of the wind, water, and feet of animals as the principal carriers of seeds.

II. Recommended Use

This film is recommended for primary and intermediate students in Science where a unit on seeds and their germination is being studied. Time-lapse photography on the growth of a lima bean is extraordinarily presented in this film.

III. Purpose

A. General Objectives

1. To know that there are many kinds of seeds
2. To introduce the principal parts of a seed
3. To know that some seeds are used for food
4. To learn how seeds are carried from one place to another
5. To know what conditions must be met for a seed to grow into a plant
6. To know that seeds will grow into new plants

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Name three (3) different kinds of seeds.
2. Name the four major parts of a seed.
3. Tell five (5) ways in which seeds travel from the parent plant to other places.

4. Draw a cross-section of a seed.
5. Relate two conditions that must be met before a seed will germinate.
6. List ten (10) seeds we eat as food.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Make a bulletin board display on the parts of a seed. Also, include different kinds of seeds to show that seeds vary in size and shape.
2. Have the pupils list some seeds we eat.
3. Discuss the functions of a seed.

D. Vocabulary

1. Idioms and Expressions

grain seeds
stored food
keeps it safe
the parts of a seed
take them apart
will be gone
take over
after awhile
drift away
carried away
catch on
hold on
drops off
get wet
curl up
go deeper

2. Selected Vocabulary

Nouns

seeds
plants
food
corn
nuts
walnuts
coco nuts
birds
cover
lima beans
covering
leaves
root
stem
aquaruim
soil
wind
wings
people
animals
hooks
clothes
fur
barbs
countries
mud
cluster
bunch
ground
circles
tails

Verbs

grow
gather
remove
lives
start
blows
spreads
whirl
stick
unwind
float
twist
warms
dries
eat

Adjectives

large	hot
small	ripe
new	tight
wet	rainy
interesting	

V. Culminating Activities

A. Bring some different kinds of seeds. Let the pupils observe small seeds under a microscope.

B. Soak lima beans in water overnight, then remove the seed coats and let the pupils examine the seeds and indentify the parts.

C. Experiment to see if seeds will sprout if only water is added to them. Also, the experiment with different kinds of soil - clay, sand, and topsoil - to find out which soil is best.

D. Plant different kinds of seeds and compare their germination and growth.

E. Visit some gardens in the neighborhood. Arrange a trip to a greenhouse or conservatory where children might see how plants are cared for and talk to the horticulturist.

F. Help develop the concept of the upward movement of water through the plant. Bring a few white flowers (daisies) to class and place them in a glass. Fill the glass with water which has been colored with food coloring. In a short time, dissect the seeds, and observe the changes in color.

VI. Evaluation

1. Name three different kinds of seeds.
2. What are the four major parts of a seed?
3. Draw a seed and label the parts.
4. Explain five ways in which seeds travel.
5. What must a seed have before it can grow?
6. List ten seeds we eat as food.

VII. Resource Materials

A. Films

1. Learning About Seeds, EBF
2. Let's Watch Plants Grow, COR
3. Seeds Grow Into Plants, COR
4. What Plants Need for Growth, EBF

B. Filmstrips

1. Finding Out How Plants Grow, SVE
2. How Plants Live and Grow, MH
3. Plants Grow and Change, FH
4. What Makes a Plant Grow?, FH
5. What Makes a Seed Sprout?, FH

C. Books

1. Colliers, Ethel, Who Goes There in My Garden?, New York: W. R. Scott, Inc., 1963.
2. Downer, Mary L., The Flower, New York: W.R. Scott, Inc., 1955.
3. Jordan, Helen J., How A Seed Grows, New York: Thomas Y. Crowell Co., 1960.
4. Krauss, Ruth, The Carrot Seed, New York: Harper and Row, 1945.
5. Selsom, Millicent, Seeds and More Seeds, New York: Harper and Row, 1959.
6. Tannebaum, Harold, We Read About Seeds and How They Grow, New York: McGraw-Hill Book Co., Inc., 1960.
7. Watson, Aldren, My Garden Grows, New York: The Viking Press, 1962.
8. Webber, Irma, Up Above and Down Below, New York: W.R. Scott, Inc., 1943.

D. Transparencies

1. Botany Series - 500.BG - SS
   - a. 500.BG-05 Seed System, CV
   - b. 500.BG-03 Seed and Plant Growth, CV
   - c. 580.AO-29 Seeds and Seedlings, CV

E. Loops

1. Seed Dispersal, (Standard and Super 8mm), DD
2. Seeds Sprouting, (Standard and Super 8mm), DD
3. Self-Planting Seeds, (Super 8mm), DD

WIND
CFD # 580

A Captioned Film
for
Primary Level
by
Arrangement With
ACI Films, Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 8 minutes Color

I. Synopsis

This primary film shows the affects of the wind on the land and sea. The main emphasis is that although we cannot see the wind, we know it's present because we see the effects of wind action. The entire narration is sung by James Borroughs, accompanied by a guitar.

II. Recommended Use

Primary level students will enjoy this film in Science where weather is being studied. It may also be of benefit in a Language Arts class as verbs are clearly defined and illustrated in the film.

III. Purpose

A. General Objectives

1. To show how wind affects our everyday activities
2. To emphasize that the wind is invisible
3. To develop an appreciation for the wind as an ever present force in our lives
4. To know that wind does work
5. To realize that wind is air in motion

B. Behavioral Objectives

At the end of this film and related study, the student will be able to:

1. List ways in which we can observe the action of the wind despite the fact we cannot see the wind.
2. Tell where the wind comes from.
3. Tell where wind is found.
4. Tell how wind can help people and how it can cause damage.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Ask the class how they can tell if it is windy or not. This will arouse their excitement about finding out.

2. Prepare a bulletin board display on what wind can do. Show how wind is helpful and how wind can do some damage.

3. Show pictures of devices that are run by wind, i.e., windmills for pumping water.

D. Vocabulary

1. Idioms and Expressions

blow high and low
spin around
comes from the air
so very light
never see
lifts it up
fly over

2. Selected Vocabulary

Nouns

wind
tree
sea
rain
sleet
string
hair
sail
breezes
air
pinwheels
snow
sounds
sailboat
kite
clouds

Verbs

blows
drop
see
hold
last
feel
stand
float
hear
dancing
fills

Adjectives

windy
little

Adverbs

very fast
suddenly
certainly

V. Culminating Activities

A. Prepare necessary materials for the children to construct their own whirligigs.

B. Assign the class a project to make a wind vane. Let the class keep a record of wind directions daily and compare with local weather reports from television programs and/or newspapers.

C. Show other films which show destructive winds; such as: tornadoes, hurricanes, etc., to help the children realize how strong the wind can be.

D. Arrange for a visit to a local weather station.

VI. Evaluation

1. What is the wind?
2. Where does the wind come from?
3. Where can we find the wind?
4. How can we know the wind is present when we cannot see it?
5. How does the wind help people?
6. How can the wind hurt people?

VII. Resource Materials

A. Films

1. Blow, Wind, Blow, COR
2. Boy Who Saw The Wind, The, King Screen Productions
3. How Air Helps Us, COR
4. Introducing Air, BF
5. Weather for Beginners, COR
6. Wind and What It Does, CFD #194, Berkeley Ed., p.333

B. Filmstrips

1. The Air, EBE
2. Air Around Us, SVE
3. Earth's Blanket of Air, SVE
4. Our Earth: Land, Water, and Air, SVE
5. Our Weather, EBE

6. Story of the Air, The, EBE

C. Books

1. Adler, Alfred, The Air, Day, 1962.
2. Adler, Alfred, Storms, Day, 1963.
3. Bendick, Jeanne, The Wind, Rand, 1964.
4. Campbell, Norman, The Wind - Nature's Great Voice, Minneapolis: Denison, 1959.
5. Congner, Marion, Who Has Seen the Wind?, Nashville, Abingdon, 1959.
6. Friskey, Margaret, True Book of Air Around Us, Children's 1953.
7. Gibson, Gertrude, About Our Weather, Melmont, 1961.
8. Piltz, Albert, What Is Air?, Benefic Press, 1969.

D. Loops

1. Air is A Real Substance, (Super 8mm), UEVA

YOUR CLOTHING CAN BURN
CFD # 581

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
Alfred Higgins Production

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 13 minutes Color

I. Synopsis

This film is presenting a lesson on fird safety, not only at home, but also for outdoors. It demonstrates various fabrics that burn easily. It shows examples of clothing fires resulting from different sources.

II. Recommended Use

This film is recommended for a lesson on safety. It could be used in the Guidance or Home Economics program.

III. Purpose

A. General Objectives

1. To stress the importance of clothing fire prevention
2. To point out that more injuries are caused by clothing fires in the home than anywhere else
3. To help students identify inflammable clothes
4. To illustrate the dangers of clothing fires
5. To help students know the definitions of inflammable; flammable; non-flammable

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Identify flammable and non-flammable fabrics.
2. Tell about precautions necessary to aboid clothing fires.
3. Describe what kind of material clothes are made of.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Bring to class several pieces of fabric for identification, discussion, and experiments.

2. Display charts with samples of materials.

D. Vocabulary

1. Idioms and Expressions

fight fires
Fire can be very bad.
Now watch!
Don't play with fire.
catch on fire
Running makes the flames grow.
will move up to your face
keeps fire away

2. Selected Vocabulary

Nouns

burns
fibers
wool
acrylic
surgery
nylon
acetate
synthetic
fabrics
rayon
polyester
material

Adjectives

painful
fluffy
flammable
plastic
illegal
man-made
synthetic
rayon

Verbs

disfigured
ignites
melts

V. Culminating Activities

A. Discuss children's knowledge and personal observations of clothing fires.

B. Discuss the prevention of common clothing fire hazards.

C. Make a bulletin board displaying the rules for clothing fire safety including "don't's."

D. Make a scrap book.

E. Plan and then dramatize what should be done in case of clothing fires.

F. Plan a field trip to a department store to look over fabrics.

G. Plan a field trip to a factory where synthetic and textile materials are manufactured.

VI. Evaluation

1. Why is fire a friend?
2. Define "fire-resistant."
3. Make a display of fabrics by classifications: Burn fast; Burn slowly; Burn and Melt.
4. How can fire harm us?
5. How can we help stop clothing fires?

VII. Resource Materials

A. Films

1. I'm No Fool With Fire, CFD #142, Berkeley Ed., p.103.
2. Fire Prevention, EBF
3. Synthetic Fibers, CFD #76, DePaul Ed., p.276.

B. Filmstrips

1. Fire Prevention, CCM
2. Story of Fire, SVE

C. Books

1. Adler, Irving, Fire in Your Life, New York: John Day, 1955.
2. Meidl, J., Flammable Hazardous Materials, New York: Glencoe (orders to Macmillan Co.), 1969.

SOCIAL STUDIES

CHANGING THE LAW
CFD #536

A Captioned Film
for
Advanced Level
by
Arrangement With
BFA Educational Media

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 23 minutes

Color

I. Synopsis

This film illustrates two major approaches used in an effort to change a law. One approach is outside the law; the other responsive to the law. To demonstrate these approaches, action is centered on a new municipal ordinance which restricts surfing hours. Surfers object. In one episode they demonstrate with placards, hold up traffic, and eventually riot. Some are arrested. For the second episode, the clock is turned back as if the riot had not occurred. The surfers petition the citizenry and the City Council for repeal of the ordinance. Opponents and supporters present their views. The rationale for the existence of the law is presented and evidence of its effectiveness is cited by a police officer. The Council, responsive to the will of citizens on both sides of the question, rejects the initial petition, but compromises by passing an ordinance which modifies the original law by extending the time allowed for surfing.

II. Recommended Use

This film is recommended for use with Civics, Social Studies, Contemporary American problems, and English classes. It is designed for use with Advanced and College level students, but with a simplified vocabulary could be used with Upper Elementary students in a unit on Law and Order.

III. Purpose

A. General Objectives

1. To present the following concepts:

   a. Laws can be changed.

   b. Two major antithetical forces can be applied to change a law: violence and disorder, or orderly process.

   c. Lawmakers should be responsive to the will of the people.

   d. Lawmakers' responsibility to all people most often results in a law that is a compromise between the interests of two or more factions.

   - e. Laws are usually based on the people's need for government protection or regulation.

2. To develop respect for law and order

3. To develop the ability to do "straight thinking;" think logically rather than emotionally when weighing the evidence of the necessity for the change or retention of an ordinance

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Demonstrate his knowledge of the existence of two major antithetical forces which can be applied in attempts to change the law by writing or telling about the two forces and giving an example of each.

2. Tell how a law is made.

3. Tell how a law is changed.

   - a. orderly change
   - b. disorderly change

4. Debate with logical supportive evidence.

5. Write a syllogism (valid).

6. List certain appeals which can be used for the purpose of persuading another person to change his point of view.

7. Make a speech before an audience presenting clearly his point of view.

8. Write or "tell" the Four Freedoms as listed in the Constitution.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Pose a problem with an open end story.

   - a. Example: The "Saturday Night Special" is a cheap handgun, so named because it is used to hold up bars and liquor stores, especially on week-ends. The guns cause many deaths because trigger happy people can buy them for $9 to $20 - no questions asked. There is now a bill before congress to ban the making of these weapons. Many people support the bill. Others disagree. List reasons people may give for supporting the bill. List reasons people may give for not supporting the bill. Which side would you support? Why?

2. Make a bulletin board using the following pictures: Henry David Thoreau, Mahatma Ghandi, Martin Luther King, Malcolm X, Eldridge Cleaver, Angela Davis, Patrick Henry. Assign or allow each student to choose one of the persons whose picture is displayed for reading and research. Report. Discuss. How many represent violent resistance? How many can be called militant? How many represent civil disobedience with passive, non-violent resistance? Prove your point by quoting from your research.

3. Pose a problem. Students rebel against the dress code which forbids wearing jeans to class. They ban together and refuse to come to class. A few walk off campus and go to town without permission. Result: Some are sent home; others are denied certain privileges they previously had enjoyed. What would have been a better way?

4. Ask students to pose a controversial problem.

5. Problem: Suppose the A & P grocery store hires no black employees. What should Blacks do to change this policy?

6. List a law or laws you feel needs changing.

7. List a law or laws that should be taken from the statute books.

8. You spent a large sum of money cultivating a beautiful lawn. New neighbors moved in and have made a path across your grass. You have asked them to stop and explained why. You made overtures of friendship. They respond but still droves of people make a path. A fence would destroy the beauty of your place. What do you do?

D. Vocabulary

1. Idioms and Expressions

   a. Phrases

      I figured that.
      Hold it down.
      passed an ordinance
      respect for property
      doesn't matter
      petty theft
      lines of action
      come to order
      constitutional rights
      roll call
      give it a try
      Your Honor
      P.A. system
      law and order
      Attention!
      Who cares!
      move along
      in favor of

   b. Conversational level; not complete sentences

      Time for roll call.
      Any discussion?
      Second the motion.
      Okay, into the police unit!
      Not enough!
      10-4, Car 4120 responding from 13th & Electric
      No surfing after 11.
      The new surfing ordinance
      What now?
      All right, man!
      Code 2

2. Selected vocabulary

   Nouns
   assistance   ordinance   surf

Nouns, contd

surfer
vandalism
restrictions
criticisms
violence
regulations
majority
individual
surfing*
troublemakers
demonstration
rioting*
petition
evidence
minority
situation
viewpoint
brutality
compromise
beach*
signature
council*
forefathers

* - may be used as different parts of speech. See Language Related Activities.

Verbs

surf
surfed
enforce
requests
revoke
defeated
relieve
react
violating
anticipate
restricts
rescind
open
responding
paddle
conduct
restricted
second
discriminates

Verbals: Gerunds, Participles, Infinitives

rioting
hearing
to change
surfing
rescinding
to riot
changing
passing
to protect

Particles

tear down
open up

Adjectives

static
open
beach
garbage
surfing
police
restricted
constitutional
enough
public
democratic
rowdy

V. Culminating Activities

A. General

1. Go on a field trip to a courthouse. Make clear as many vocabulary items as possible, such as, ordinance. Make a chart showing the organization of the police system; the city government; the state police system.

2. If possible, go to a City Council meeting when some controversial issue is being discussed or some one is seeking to change an ordinance.

3. Find some outdated laws that are still on the books, such as:

    a. Shooting Indians from a streetcar on Congress St. in Austin, Texas.

b. Sneezing or burping in church (Omaha, Nebraska)

c. Coming barefooted to the Employment Service (New Hampshire)

d. Painting a house on Sunday (Passaic, New Jersey)

e. Riding a horse after midnight (Pennsylvania)

f. Carrying live poultry on buses (Rochester, N.Y.)

g. Shooting rabbits from the rear of a trolley (New York)

4. Add to this list (No.3) laws you think should be removed from the books.

5. Have a mock City Council meeting. Present a petition. (Students write the script and act the parts of Mayor, etc.)

6. Have a debate. Use certain appeals: to reason, to emotion.

7. Invite a policeman to visit the class emphasizing the necessity for rules and regulations in an ordered society.

8. Invite a lawyer to visit the class and discuss how certain appeals are used to win a jury over to his way of thinking. Ask him to give a sample argument to show that a certain law may be unconstitutional.

9. Write a skit which shows how laws can be used for and against a citizen.

10. Describe a riot scene. Example: The Rolling Stones are coming to your city. Tickets are sold out. Blackmarket tickets flood the area. You traveled miles and slept on the lawn to be certain you get a ticket. Now, on the night of the performance, you can't get in. People with counterfeit tickets got there first and there is no more room. You riot. Many people are injured; one killed; many arrested. Now rewrite the scene to show how the riot could have been avoided.

B. Language Related Activities

1. Use "surf" in a sentence as a noun; as a verb; as a gerund; as a participle.

2. Make headings of noun endings seen in the Vocabulary. List, thus: er ism ion ence ance ity
Under each ending write the word(s) from the list that has that ending. Example: Under er write surfer. Add five more words with the same ending to each grouping. Use at least two words from each category in an original sentence(s).

3. Use the word "open" as a verb; as an adjective.

4. Define "discriminate." List ways in which discrimination can be practiced.

5. From the following list of phrases check the ones that are particles.

stand up	tear down	sit in
build up	walked into	open up
went down	came up	sat down
run around		

6. Use other words marked by an * in the vocabulary as different parts of speech.

C. Literature Related

1. Memorize (if willing) excerpts from Walden's Pond by Thoreau.

2. Why was Thoreau imprisoned? Was he right? Was he wrong? Was there a better way? Was he successful in getting what he wanted by taking the way of imprisonment? Compare with Martin Luther King. Compare with men who go to jail rather than fight in a war.

3. Read Thoreau's "The Battle of the Ants." Is there law and order in war?

4. Read Socrate's "Apology." Discuss. Practice writing syllogisms.

5. Suppose there were no laws; no rules and regulations of any kind. Suppose there were no traffic laws. Write a short story or a theme against this kind of background.

VI. Evaluation

1. Does the student demonstrate an increased respect for law and order by his behavior and relationship with others?

2. If the student is not pleased with a school rule does he discuss it first in an effort to find out why the rule was made?

3. Is the student able to see "two sides" of a question?

4. Can the student tell how a law is made?

5. Can the student explain how a law can be changed? (Two ways) Can he give his opinion of the best way and support this opinion with evidence?

6. Can the student debate according to accepted standards of procedure with logical supportive evidence?

7. Can the student write a valid syllogism?

8. Can the student recognize and/or list and use certain appeals for the purpose of persuasion?

9. Can the student make a speech (extemperaneous or prepared) presenting clearly his point of view?

10. Would the student get a "yes" answer to at least 80% of the above evaluative questions?

VII. Resource Materials

A. Films

1. Bill of Rights in Action, Cor. (Freedom of Speech)
2. Black and White: Uptight, BFA Educational Media
3. Black World, BFA Educational Media
4. Due Process of Law Denied, TFC (Excerpt from the Ox Bow incident)
5. How to Judge Facts, Louisville Board of Education, AVE
6. I Have a Dream, BFA Educational Media
7. Is It Always Right to Be Right?, King Screen Productions
8. Propaganda Techniques, Louisville Board of Education, AVE
9. Public Opinion, EBF
10. Story of a Trial, Cor.
11. The Price of Freedom, National Association of Manufacturers
12. Why We Respect the Law, Cor.

B. Filmstrips

1. How Shall We Live?, Scott Education Division
2. Law and Order in a Troubled America, Alesco Ed. Services
3. Struggle for Civil and Human Rights, Alesco Ed. Services
4. Student Council in Action, Curriculum Sources
5. Teenager and the Police, The, Crescendo
6. We, the Government, Curriculum Sources

C. Books

1. Babcock, Chester, American Values and Problems Today, Glenwood, Ill.: Scott, Foresman and Company, 1956.
2. Clark, Walter Van Tilburg, The Ox Bow Incident, New York: Random, 1940.
3. Colby, Carrol B., Police: The Work, Equipment and Training of Our Finest, New York: Coward-McCann, 1954.
4. Denman, Frank, The Law. It's on Your Side, New York: Macmillan, 1952.
5. Gordon, Dorothy, You and Democracy, New York: Dutton, 1959.

6. Kane, Frank, Voices of Dissent, Englewood Cliffs, New Jersey: Prentice-Hall Co., 1969.

7. Rienow, Robert, The Citizen and His Government, New York: Houghton Mifflin Co., 1963.

D. Transparencies

1. The Colonies Move Toward Independence, #4CH01, Milliken Publishing Co., St. Louis, Mo.

GEOGRAPHY OF THE FIVE PACIFIC STATES
CFD #543

A Captioned Film
for
Intermediate Level
by
Arrangement With
Arthur Barr Productions, Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 15 minutes Color

I. Synopsis

This film outlines the similarities and the differences in the geography of the five Pacific states - Alaska, Washington, Oregon, California, and Hawaii. The film shows how the Pacific Ocean effects the way of life in the Pacific states. The geographical location, climate, resources, labor, and industries as well as the natural beauty of each state is vividly shown.

II. Recommended Use

This film is recommended for intermediate students in Social Studies where a unit on geography of the Pacific states is being studied.

III. Purpose

A. General Objectives

1. To present a survey of the physical and cultural geography of the five Pacific states
2. To show that the physical geography defines the broad limits of man's endeavor
3. To indicate that man's ingenuity allows him to determine the specific uses he makes of his natural environment

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Name the five Pacific states.
2. Explain ways in which the Pacific states are important to our nation.
3. Relate the Pacific states' similarities and differences.
4. Tell why most of the large cities are close to the big seaports.
5. Compare the Pacific states' climates.

6. Explain why Alaska has the smallest population.
7. List important industries and crops.
8. Relate what makes the Pacific states so attractive to many tourists.
9. Explain how electric power is produced in the Pacific states.
10. Explain the meaning of "A gateway to the Pacific."

IV. Preparation

- A. Preview
- B. Select own objectives
- C. Motivation
    1. Examine maps and globes to visually plot the five Pacific states in relation to other states and countries.
    2. Have a bulletin board display of the five Pacific states.
    3. Ask the students to relate their travel experiences to one or more of the states being studied.
    4. Show pictures of various products produced in the five Pacific states and have the pupils trace their origin.
    5. Write to the Chamber of Commerce in some of the cities in the Pacific states for detailed information about the state.
- D. Vocabulary
    1. Idioms and Expressions

raw materials
military bases
leading products
dense forests
in the tropics
flat coastal land
forest areas
across the country
row crops
sugar cane
mineral resource
electrical power
western boundary
coastal regions
climate differences
artic circle
tropical plants
the windward side
fertile soil
livestock
manufactured goods
a specialty crop
petroleum products
A gateway to the Pacific

2. Selected Vocabulary

Nouns

seaports
industries
salmon
wilderness
climate
valleys
resources
agriculture
crops
irrigation
fruits
slopes
coastlines
refineries

tourism
products
transportation
desert
latitude
mountains
islands
lumber
dams
rice
vegetables
grain
petroleum
beauty
tourists

Verbs

guard
influence
determine
produces
irrigate
process
serve
provides
attract
damming

Adjectives

mild
northern most
difficult
wet
dry
drier
volcanic
valuable

V. Culminating Activities

A. Look in the American Annals of the Deaf for addresses of schools for the deaf in the five Pacific states. Arrange for pen pals or set up an exchange of native products.

B. Construct a map of the region and indicate the following: rivers and waterways, large mineral deposits, major cities, major agricultural areas and timber lands.

C. Discuss what effect the Pacific Ocean has had on the economy of the Pacific states.

D. Have pupils write individual reports on the early history of each of the five Pacific states, especially how they came to be a part of the United States.

VI. Evaluation

1. Name the five Pacific states.

2. In what ways are the Pacific states important to out nation?

3. In what ways are these states similar? What are their major differences?

4. Why are seaports in the Pacific states very important?

5. What is the most important fish in the Pacific Northwest?

6. Why are most of the large cities close to the big seaports?

7. Compare the climate in the eastern part of the Pacific states (Washington, Oregon, and California) with the climate in the western part.

8. Explain how weather on one side of the mountains differs from the other side.
9. Compare the climate in Alaska with Hawaii's.
10. Explain why Alaska has the smallest number of people and is the largest state.
11. What is the most important industry in California, Oregon, Washington and Alaska?
12. List crops that grow in the Pacific states. Also tell in which state each crop grows.
13. What is Hawaii's speciality crop?
14. What is the most valuable mineral resource of the Pacific states?
15. Why are so many tourists attracted to the Pacific states?
16. How is electrical power made in the Pacific states?
17. Explain the meaning of "A gateway to the Pacific."

VII. Resource Materials

A. Films

1. Alaska - The 49th State, CFD #45, DePaul Ed., p.142
2. Fresh from the West, UPRR
3. Hawaii - The Island State, CFD #57, DePaul Ed., p.356
4. Mountains of the West, EBF

B. Filmstrips

1. Alaska - An Introduction, DD
2. Alaska - Her Industries, DD
3. Alaska - Recreation, Arts, and Crafts, DD
4. California Today, CCM
5. Climate of Hawaii, DD
6. History of California, CCM
7. Pacific Northwest, FH
8. Pacific Southwest, FH

C. Books

1. Geis, Dyra, Let's Travel in Hawaii, Chicago: Childrens Press, 1965.
2. Goetz, Dyra, Islands of the Ocean, New York: Morrow, 1964.
3. Hallock, Charles, Our New Alaska, (American Environmental Studies,) 1970.
4. Miers, Earl, Our Fifty States, New York: Grosset, 1961.

5. Noble, Irish, Oregon, New York: Putnam, 1966.
6. Sasek, Miroslav, This is San Francisco, New York: MacMillan, 1962.
7. Wood, Dorothy, Our Western States, Chicago: Childrens Press, 1956.

D. Transparencies

1. American Historical Progress, 292-979, BP
2. Individual State Map, VIMC
   - No. 850-40, Alaska
   - No. 850-44, California
   - No. 850-50, Hawaii
   - No. 850-76, Oregon
   - No. 850-86, Washington
3. Industry and Communications of the Pacific States, CCM
4. Pacific States, The, 309-630, BP
5. United States, 309-625, BP

E. Loops

1. Climate of Hawaii, DD
2. Coffee and Beef from Hawaii, DD
3. Food Products of Hawaii, DD
4. Honolulu - Hub of the Pacific, DD
5. Origin of Hawaii: Part I - Yesterday, DD
6. Origin of Hawaii: Part II - Hawaii Today, DD

HITLER: ANATOMY OF A DICTATORSHIP
CFD #545

A Captioned Film
for
Advanced and College Levels
by
Arrangements With
Learning Corporation of America

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 22 minutes | Black and White

I. Synopsis

Adolf Hitler became legal head of the German government in 1933. To a nation torn by economic, political, and spiritual crisis, he promised strong leadership and a policy of revenge against supposed enemies, at home and abroad. With little opposition, Hitler soon made himself the "Master of Europe". Before the Allies finally defeated him, he would be responsible for the deaths of over 35 million people, an unmatched record of dictatorial brutality.

II. Recommended Use

Hitler: Anatomy of a Dictatorship is recommended for advanced and college level students. It would be especially useful in History, although it may be of value in stimulating discussions in a Language Arts class. In a Civics class use this film to stimulate discussions of the responsibilities of the citizens of a country for the actions of their political leaders.

III. Purpose

A. General Objectives

1. To survey Hitler's rise to power, his conquest of Europe, his eventual defeat
2. To access his popular support within Germany and to gauge foreign reactions to his policies
3. To stimulate discussion about the responsibilities of private citizens for the actions of their political leaders

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Describe the condition of the German people after World War I.
2. Explain how Hitler broke the power of the Chancellor.
3. Relate Hitler's aim.
4. Outline the series of events that led to Hitler's downfall.

5. Outline the series of events leading to the full control of Germany by Hitler.

6. Tell the effects of the Hitler years on the world of today.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Discuss the following backgrounds to better understand this film:

    a. Germany was unified under the heavy hand of Bismarck and the Prussian monarchy. The only German democracy was the brief and unpopular Weimer government established after World War II.

    b. Many people considered the provisions of the Treaty of Versailles unfair to Germany. The democratic Weimar Regime, which was forced to sign the treaty, was tainted in the eyes of most Germans for having done so.

2. Discuss the following questions:

    a. Do you think that in times of national stress, a government is justified in suspending traditional liberties? Give examples from American history.

    b. Do you believe that democratic institutions can be successfully introduced into a country without a democratic tradition?

D. Vocabulary

1. Idioms and Expressions

stayed in uniform
get rid of
a torch light celebration
"enemies of the state"
an underground shelter
concentration camps
Germans of all ages
personal savings
The Nazi movement
night-bombed London
attacked from all directions
herded into a ghetto
fought heroically
worked to death
10th Anniversary
swastika banners
pep pills
Nazi salute
"sub humans"
official policy
their rights
became aware
gas chamber
a bomb exploded

2. Selected Vocabulary

attacked
mainly
gain
support
conflict
politics
finances
rallied
swore
reoccupied
treaty
aggression
betrayed
agreement
military
industralists
struggle
politician
ignored
economy
depression

overthrown
inflation
morale
communists
anarchists
foreigners
regain
citizenship
astrologer
encircled
invaded
brutal
invasion
victorious
starvation
slaughter
prisoners
mistrusted
predicted
pretended
appointed
arrested
democracy
dictator
propaganda
opinions
property
headquarters
retreating
volunteered

V. Culminating Activities

A. Have the pupils report on today's Germany. Cover such things as the life style(s) of the people, its economy, and government.

B. For further study, have the pupils gather information on West and East Berlin. Compare their growth, life style(s) of the people, their economy, and governments.

C. Have the pupils prepare a report on the Berlin Wall and how it started.

D. Permit the students to do a biographical sketch of Adolf Hitler. Try to find out about his early life, family, education and military service.

E. Examine pictures of modern day Germany to see if you can recognize any part of German life, architecture or philosophies that had its birth in the Hitler years.

F. Learn a simple German song.

VI. Evaluation

1. Describe conditions in Germany after World War I that plagued the Germans.
2. Who was the leader of the National Socialists?
3. Why did Adolf Hitler classify all foreigners and Jews as Germany's enemies?
4. What was Hitler's aim?
5. Why was Hitler sent to jail in 1923?
6. What is Mein Kampt?
7. Explain how Hitler broke the power of the Chancellor.
8. Who was Paul von Hindenburg?
9. Explain how Hitler won full control of Germany.
10. Respond to the following:
    a. Why did the British and French Prime Ministers go to Munich to meet Hitler?
    b. What was the agreement made by them?
    c. Did the agreement last? What happened?

11. When the German army invaded Poland, why did Poland not fight back?
12. What European countries were occupied by Germany's army?
13. Why were Jews in Warsaw herded into a 1 1/2 mile square ghetto?
14. How did millions of Jews die in concentration camps throughout Germany?
15. What plagued the German army in Russia?
16. Why did some German officers later mistrust Hitler?
17. Why did the German army have to induct 15-year old boys into the army to fight?
18. When Berlin was attacked by the Russians, what happened to Hitler and his leaders?
19. Why did Hitler decide to kill himself?
20. Who became the leader of the Germans after Hitler died?

VII. Resource Materials

A. Films

1. Germany's Agriculture and Industry, BFA
2. Germany's Ever-Changing Face, BFA
3. Road to World War II, The, CFD #266, Rochester Ed., p.268
4. West German Family, BFA
5. World War II: Background and Causes, COR
6. World War II: Prologue, U.S.A., EBF

B. Filmstrips

1. Berlin, SED
2. East Germany, SED
3. History of Germany, The, SED
4. People of West Germany, EBF

C. Books

1. Appel, B., Hitler From Power to Ruin, New York: Grosset and Dunlap, Inc. 1966.
2. Baynes, Norman H., Speeches of Adolph Hitler, (2 volumes), New York: Fertig Press, 1969.
3. Bullock, A., Hitler and the Origins of the Second World War, New York: Oxford University Press, 1956.
4. Hitler, Adolf, Mein Kampf, translated by Robert Manheim, New York: Fertig Press.

5. Hitler, Adolf, Mein Kampf, (untranslated), New York: Fertig Press.

6. Stein, George H., Hitler, Ithaca, New York: Cornell: University Press, 1968.

7. Waite, R.G., Hitler and Nazi Germany, New York: Hold, Rinehart and Winston, Inc., 1965.

D. Transparencies

1. Europe - Pre and Post World War II, VT3-775, VIMC
2. Events Leading to World War II, 973.KG-09, CV
3. Germany as of 1937, T-1127-2, CCM
4. German Federal Republic, T-1127-1, CCM
5. Second World War in Europe, The, 973.KH-01, CV
6. World War II: Europe and North Africa, T-1192, CCM

E. Loops

1. Battle of Britain, The, VIMC
2. Berlin Wall, VIMC
3. Fall of France, The, VIMC
4. German Surrender at Stalingrad, The, VIMC
5. Hindenburg Disaster, The, VIMC
6. Liberation of Nazi Concentration Camps, The, VIMC
7. Munich Conference, The, VIMC
8. Normandy Invasion: Build-Up, The, VIMC
9. Normandy Invasion: D-Day, The, VIMC
10. Rise of the Nazi Party, The, VIMC
11. U.S. Occupation of Germany, VIMC

LEARNING ABOUT FRUITS WE EAT
CFD #550

A Captioned Film
for
Primary and Intermediate Levels
by
Arrangement With
Coronet Instructional Films

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S.Office of Education

Time: 11 minutes Color

I. Synopsis

Flowering trees, bushes, and vines develop into fruits we eat. Following fruits to market, to the grocery store, and then to the table, we learn about their remarkable varieties in appearance and taste.

II. Recommended Use

This film is recommended for Health and Nature study. It could be used in teaching about the life cycles of fruits, bushes, trees, and vines in the Science program.

III. Purpose

A. General Objectives

1. To stimulate interest in the field of nature study
2. To explain about the wonders of nature's secrets in connection with fruits
3. To depict the developmental stages of fruits
4. To show that seed fruits actually begin life in the form of a seed
5. To show that fruits have many uses

B. Behavioral Objectives

At the end of this film and related study the children will be able to:

1. Write a paragraph explaining why fruits are vital for energy and good health.
2. Explain how and where different fruits are grown.
3. Identify fruits we receive from other countries and tell why they grow there.
4. Explain how seeds lead to the growth of plants producing blossoms which later turn into ripe fruits.
5. List various products made from fruits.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Bring to class pictures of flowering trees, bushes, and vines.

2. Make an attractive bulletin board displaying fruits and products made from fruits.

3. Gather various fruit seeds and bring to class.

4. Bring to class canned fruits, fruit juices, empty bags of frozen fruits, empty boxes of pies, ice cream and sherbet, jellies, jams, preserves and boxes of different kinds of jello.

D. Vocabulary

1. Idioms and Expressions

many different kinds
grow in the Middle East
It takes many weeks
to become a fruit
rough like cantaloupes
_____ keeps for a long time

What a busy place!
comes in and goes out again
comes into
So do__________
Let's take a walk through
the store

2. Selected Vocabulary

Nouns

apples
orchard
fruits
vines
bushes
jams
jellies
seeds

blossoms
petals
pomegranates
pit
market
energy
vitamins

Verbs

grow
change
take

spoil
bloom

Adjectives

tree
only
ripe
juicy
smooth

rough
frozen
apple
dried

V. Culminating Activities

1. Ask the pupils to bring to class pictures of flowering trees, bushes, and vines for their new scrap books.
2. Make illustrations of different fruits to go along with the scrapbooks.
3. Write a paragraph about bananas, dates and figs.
4. Plan a field trip to a supermarket to see different kinds of fruit.
5. Plant watermelon seeds in a box of dirt. Observe the growth.

VI. Evaluation

1. Why are bananas able to grow in Central and South America? Why not in the United States?
2. Why does it take so long for seeds to change into fruit?
3. Classify fruits by trees, vines, and bushes.
4. How do we get raisins and prunes?
5. Name five kinds of fruits and describe each.

VII. Resource Materials

A. Filmstrips

1. Flowers and Fruits, EBE
2. Flowers, Fruit, Seeds, SVE
3. Flowers: Their Parts and Functions, SVE
4. Fruits: Their Growth and Classification, SVE
5. How Seeds and Fruits Travel, ALESCO
6. Role of Flowers and Fruits, SVE

B. Books

1. Dixon, R.T., Fruit Growing, Elmsford, N.Y.: Pergamon, 1966.
2. Fenton, Carroll and Herminie Kitchen, Fruits We Eat, Eau Claire, Wis.: Hale, 1961.
3. Guilcher, Jean M. and R.H. Noailles, Fruit is Born, Independence, Mo.: Sterling, 1960.
4. Parker, Bertha, Flowers, Fruits, Seeds, New York: Harper and Row.
5. Rothschild, Alice, Fruit is Ripe for Timothy, Reading, Mass.: W.R. Scott, (Young Scott Books, Imprint of Addison-Wesley Pub. Co.), 1963.

6. Russell, Salveig P., About Bananas, Chicago: Childrens 1968.

7. Wright, Macer D., Fruit Trees and the Soil, Transatlantic, 1960.

C. Transparencies

1. Botany (complete series): Blackberries, grapes, peaches, apples, currants, red raspberries, pears, strawberries, plums, cherries, L.A., Wichita, Kansas

2. The Fruit-Representative Types, DCA, Philadelphia

D. Film Loops

1. Apple Industry, DD

2. Apple Tree, The, EBE

3. Banana Tree, The, CCM

4. From Flower to Fruit, MGH

5. Fruit Ripening, DD

E. Slides

1. Fruits and Seeds, SVE

2. Fruits, CCM

LIFELINE AMAZON
CFD #551

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
ACI Films, Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 10 minutes Color

I. Synopsis

This film is about the great Amazon River in South America. This river provides the only avenue of travel into much of Brazil's interior. Small steamers, ocean going freighters, native boats, and sea planes move along it. Going to the city of Manaus, they pass Indian villages, missions, and isolated settlements. Manaus was once the rubber capital and is still the metropolis of the Amazon basin.

II. Recommended Use

This film is recommended for intermediate and advanced students in the Social Studies area where a unit on South America, especially Brazil, is being studied. It gives an authentic, colorful glimpse of life in the Amazon basin.

III. Purpose

A. General Objectives

1. To properly locate the Amazon River on a map of South America
2. To know the dimensions of the Amazon River
3. To be aware of the nationalities of people living along the Amazon
4. To know how life along the Amazon has changed as the region along it has changed
5. To describe the modes of transportation used on the Amazon
6. To realize the vast effect (s) of the Amazon River on the economic structure of South America

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Plot the Amazon River on a map of South America.
2. Tell the physical and geographical dimensions of the Amazon River.
3. List the various ethnic groups that live along the Amazon.
4. Describe the economic impact of the Amazon River to the people of South America.

5. List the modes of transportation used on the Amazon and how they have changed with the development of the river.

6. Relate the life style of the people living along the Amazon River.

7. List the principal products exported by boat from South America using the Amazon.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Have the pupils imagine the kind of life they would have living along the Amazon River.

2. Have the pupils do a report on the export products from the Amazon and South American regions.

3. Display pictures and maps of South America so pupils may get an idea of the vastness of South America and the Amazon River.

D. Vocabulary

1. Idioms and Expressions

pass down
the king of rivers
large amount of ______
rain forest
tropical forests
powdered milk
keeps in touch with________
sixteenth century
outboard motors
river's mouth
hitch rides
crocodile skins
sugar cane
vegetable oils

2. Selected Vocabulary

Nouns

ships
oceans
downstream
rainfall
channels
wilderness
seaplane
medicine
houseboats
manioc
mosquitoes
wealth
steamships
product
burlap
twines
cacao
natives
river
riverwater
basin
tributaries
manganese
swamps
banks
supplies
warriors
insects
poison
goods
rubber
jute
carpets
carnivals

Verbs

crosses
flows
load
produce
exported
begins
supplies
shipped
sell

Adjectives

industrial
greatest
huge
missionary
dangerous
fresh
nearby
loaded
important
enjoyable
unused

Adverbs

differently
mostly

V. Culminating Activities

A. Invite a person who is familiar with life in South America to talk to the class, answer questions, show slides or pictures, etc.

B. Have the pupils make a written report on encyclopedia information about the Amazon.

C. Have the pupils trace the dimensions of other great rivers; such as, the Mississippi and the Nile. Compare them with the Amazon.

D. Discuss how the life of a South American boy or girl in the Amazon region differs from theirs.

E. If possible, bring some imports from South America to show pupils.

F. Discuss the new road now under construction, that parallels the Amazon River. Discuss recent articles about it.

VI. Evaluation

1. Give the dimensions of the Amazon River.
2. Through which continent does the Amazon pass?
3. What countries serve as boundaries for the Amazon River?
4. Name some groups of people that live or have lived on the Amazon.
5. How does the river enhance the economy of South America?
6. Describe the way of life along the Amazon River.
7. What are the principal transportation means in use on the river?
8. Give a brief account of the discovery and development of the Amazon.
9. What are some of the major products exported by South America?
10. What do the natives do for entertainment along the Amazon River?

VII. Resource Materials

A. Films

1. Amazon Jungle, (Super 8mm), DD
2. Amazon-Life Along the River in Brazil, The, (Super 8mm),DD
3. Amazon-Life Along the River in Peru, The, (Super 8mm), DD
4. South America, (Super 8mm), DD
5. South America, CFD #72, DePaul Ed., p.256

B. Filmstrips

1. Amazon Basin, The SVE
2. Victor of the Amazon, COR

C. Books

1. Breetveld, Jim, Getting To Know Brazil, New York: Coward, 1960.
2. Caldwell, John C., Let's Visit Brazil, New York: Day, 1961.
3. Goetz, Delia, Rivers, New York: Morrow, 1969.
4. Joy, Charles R., Getting To Know The River Amazon, New York: Coward, 1963.
5. Shotwell, Louisa, Beyond the Sugar Cane Field, Cleveland: World, 1964.
6. Sperry, Armstrong, The Amazon-River Sea of Brazil, Champaign, Ill.: Garrand, 1961.
7. Wattenberg, Ben, Busy Waterways, New York: Day, 1964.

D. Transparencies

1. South America, T-1170, CCM
(2 transparencies on the Amazon River)

E. Slides - 35mm

1. Far 'N Wide Travel Series- South America and the Amazon, No. NPR 7500-csl, AVSF
2. South America, No. T-1170-48165, CCM

POLICEMEN ARE HELPERS
CFD #480

A Captioned Film
for
Intermediate Level
by
Arrangement With
Universal Education and Visual Arts

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 15 minutes Color, SYNCAP

I. Synopsis

In this film, a boy's fear of a policeman is alleviated. Two incidents helped to lessen this fear and build confidence in the policeman. First, the boy observes a policeman capturing a thief. Second, the policeman rescues the boy from a group of older boys who were molesting him. The policeman introduces himself and takes the boy to the police station. He shows him the desk, the teletype machine, the fingerprinting department and the armory. The film concludes as the boy tells his mother of his experience.

II. Recommended Use

This film should be used at the intermediate level. It strengthens the concept of policemen as community helpers. It acquaints the children with the different jobs a policeman does for the community. It could be used very effectively in the Social Studies area.

III. Purpose

A. General Objectives

1. To discuss the different jobs of a policeman
2. To reinforce the concept of getting along with others
3. To show the friendliness of a policeman
4. To emphasize the policeman's interest in protecting all people, as well as enforcing the law

B. Behavioral Objectives

At the end of this film and related study the children will be able to:

1. Tell the various jobs of a policeman.
2. Tell how the policeman protects people.
3. Tell how the policeman enforces the law.
4. Tell how the children showed that they could get along with one another.

5. Tell how fingerprints help the policemen do his work.

6. Describe a bulletproof vest.

7. Describe a teletype machine.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Display a bulletin board of the policeman's tasks at the police station.

2. Discuss the policeman's duties.

3. Invite a policeman to come to school.

D. Vocabulary

1. Idioms and Expressions

Send me a car.
I'm supposed to
Say Tom
almost ran into
ganging up
shake hands
be friends
Car 21 returning to station
OK 21
to fill out
So long.
in charge of
Tenth and Main
It's really hard
That's fine.
Oh, really.

2. Selected Vocabulary

Nouns

policeman
thief
purse-snatcher
station
partner
officer
radio
orders
reports
accident
community
emergency
job
machine
messages
units
expert
projector
criminal
armory
vests

Verbs

frighten
was chasing
teasing
spoke
send
compare
protect
respect
captured
radios

Adjectives

two-way
car
teletype
available
fingerprint
bulletproof

Adverbs

really
nearly

V. Culminating Activities

A. Visit the local police station.

B. Dramatize the policeman's duties.

C. Make a mural of the policeman at his various duties.

D. Take a walk in the community and observe police at work.

VI. Evaluation

1. List the various jobs of a policeman.
2. How could a policeman protect you?
3. Why did the policeman chase the man?
4. How did the boys show that they were friends?
5. How do fingerprints help the policeman to do his work?
6. Why is a bulletproof vest helpful to a policeman?
7. Where did the boy see the teletype machine?
8. Why is the policeman our friend?
9. What kind of radio does a policeman use?
10. Would you like to be a policeman? Why?
11. Why was the boy afraid of the policeman?

VII. Resource Materials

A. Films

1. Policeman Walt Learns His Job, AF
2. Our Community, EBF
3. Safety to and from School, MGH
4. The Policeman, EBF

B. Filmstrips

1. Community Helpers, MGH
2. Community Workers, CMI
3. Policemen at Work, EBF
4. Policemen and Firemen, SVE
5. The Policeman, EPC

C. Books

1. Barr, June, Policeman Paul, Chicago: Whitman and Co., 1952.
2. Lenski, Lois, Policeman Small, New York: Henry Walck, 1962.
3. Miner, Irene, True Book of Policemen and Firemen, The, Chicago: Childrens Press, 1954.
4. Robinson, Barry, On the Beat: Policemen at Work, New York: New York: Harcourt, 1968.

D. Transparencies

1. Stop Signs, EPC, Jackson, Mississippi
2. Traffic Signals, (fourteen transparencies covering highway and street signs),EPC, Jackson, Mississippi

E. Other Materials

1. Police Department Helpers, (eight picture story color prints), #sp.119, SVE

THE BALLAD OF THE IRON HORSE
CFD # 532

A Captioned Film
for
Advanced Level
by
Arrangement With
Learning Corporation of America

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 29 minutes Color

I. Synopsis

The building of the first transcontinental railroad marked a turning point in America's development. It signaled a new era in settlement, agricultural and industrial growth, and folklore. This film traces the rapid and dramatic growth of the railroad until it was eclipsed as a passenger carrier by the automobile and airplane. The railroad's present situation is examined in light of the national need for many different types of transportation.

II. This film is recommended for advanced students in History where a unit on the building of the first transcontinental railroad is being studied.

III. Purpose

A. General Objectives

1. To introduce the history of America's railroads
2. To trace the events from the construction of the first transcontinental railroad to the era when railroads began to lose their importance
3. To show what effects the building of railroads has had on America's settlement and agricultural and industrial growth

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Describe the land between the two American coasts when the transcontinental railroad was built.
2. List the means of transportation that linked the two coasts before the railroad was built.
3. Tell how the transcontinental railroad was financed.
4. Explain the Plains Indians' reaction to the railroad's construction.

5. List some hardships that the "gandy dancers" faced.

6. Explain why Chinese laborers were used to build the western part of the railroad.

7. Explain how a few railroad tycoons became powerful.

8. Relate the causes of the first national labor strike in America and explain how it effected the organization of labor unions.

9. Tell why farmers became so angry about railroad policies and relate what happened.

10. List other means of transportation that lessened the trains' importance.

11. List the functions of today's railroads.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Have the pupils discuss any experience(s) they may have had with old trains, i.e. riding on one, or having seen one in a park or museum.

2. Make a bulletin board displaying various old "iron horses."

3. Use a map and discuss the routes of early trains in their westward movement.

4. Make a mural showing modes of transportation before the iron horse.

5. Find pictures of different types of early trains. Have the pupils view and contrast them with trains of today.

6. Have pupils discuss what they would do to make the railroad system better.

D. Vocabulary

1. Idioms and Expressions

stirs your soul
stage coach service
connected the East to the West
Iron Horse
golden hour
unsettled land
alkali dust
were bound for _____
Pony Express
transcontinental railroad
railroad ties

Civil War veterans
mammoth task
gambling hall
closed the gap
was broke
steep, granite mountains
to experiment
bored tunnels
Golden Age of railroads
bulging muscles
automatic couplers

automatic brakes
automatic signals
undoubted prosperity
freight car
a railroad empire
national strike
labor unity
trample over
right of way
calloused hand
luggage labels
luxuriant vegetation
strong-willed people
hardy age
state legislatures
Federal troops
freight charges
public rights
continuity of service

2. Selected Vocabulary

whistle
developed
goods
tamed
created
engineer
crew
questionable
splendid
glorious
undeniable
sagebrush
wandered
sturdy
bandits
advertisements
orphans
preferred
wilderness
fate
politics
hauled
equipment
immigrants
saloon
revolvers
manipulated
trestles
depot
fares
belongings
tripled
monopoly
wages
scabs
favoritism
demands
continue
rushed
goldfields
eager
frail
imported
gigantic
unbearable
snowslides
snowsheds
monuments
link
mechanically
spike
pilots
era
completed
merchandise
raw materials
timber
smelters
fearless
fireman
brakeman
tighten
thrill
frequent
compulsory
colonize
misunderstood
doubled
wealthy
reduced
struck
corrupted
abandoned
regulate

V. Culminating Activities

A. Visit a museum to see some old trains or train replicas.

B. Have students give presentations on what they think is the future of railroads in America.

C. Pupils may report on:

1. The lives and legacies of one or two railroad tycoons of the 19th century.

2. The railroad companies' promotion of immigration and plain settlement.

3. The early years of the railroad unions.

4. The National Grange and its political battles for railroad regulation.

D. Find out about the trains in your area. Where do lines run? What is the traffic load? What products are carried? etc.

E. Do research on the latest improvements on trains in other countries, e.g., Japan, Canada.

VI. Evaluation

1. Describe the life and the land between the two American coasts before the transcontinental railroad was built.

2. What were the major modes of transportation before the railroad?

3. How were the early transcontinental railroads financed?

4. Why did the Indians resent the railroad?

5. Who were some of the railroad tycoons of the 19th century?

6. What events led to the first railroad strike?

7. Discuss the origin of railroad unions.

8. What newer forms of transportation lessened the importance of trains?

9. What services do trains give today that they did not give in earlier days?

10. How would you evaluate the railroads of today? What recommendations would you make for improvements?

VII. Resource Materials

A. Films

1. Freight Train, The, CFD #130, Baxter Ed., p.205

2. Passenger Train, The, CFD #66, DePaul Ed., p.78

3. Railroad Story, The, CASTLE

4. Trains: A First Film, CFD #440, Callier Ed., p.165

5. Transportation by Land, MGH

B. Filmstrips

1. *Railroads and Communications*, AAR
2. *Railway Transportation*, EBF
3. *Transportation: Our Railroads*, (4 filmstrips), MU
4. *Transportation: Our Railroads*, (4 filmstrips), IFC
5. *Transportation Set, The*, #641275, MGH

C. Books

1. Buehr, Walter, *Railroads Today and Yesterday*, New York: Putnam Publishing, 1957.
2. Hamilton, Russell, *The First Book of Trains*, New York: F. Watts& Co., 1956.
3. Holbrook, Stewart, *The Golden Age of Railroads*, New York: Random House, 1960.
4. Zaffo, George J., *The Big Book of Real Trains*, New York: Grosset, 1949.

D. Transparencies

1. Creative Visuals - *A Changing America* (series)
    a. Chinese labor on the railroads, Number 973. AA-35, CV
    b. Government hostile to labor as in pullman strike action, Number 973. AA-38,CV
    c. Grange efforts lead to passage of the Interstate Commerce Act, Number 973. AA-40, CV
    d. Railroad-building links urban and rural America in late 1800's, Number 973. AA-23,CV

E. Loops

1. *Modern Transportation Used in the City*, DD

F. Study Prints

1. *Railroads: Old and New*, AVSF

G. Color Slides

1. *Land Transportation*, T-221-1, (set of 14 slides), CCM

H. Posters

1. *Locomotives That Made History*, M-2, ARR
2. *Railroads and Our Daily Lives*, L-3, ARR
3. *Railroads and the Growth of America*, M-3, ARR

All materials by Association of American Railroads (AAR) are free.

THE BLUE DASHIKI: JEFFREY AND HIS CITY NEIGHBORS
CFD # 534

A Film*
for
Primary and Intermediate Levels
by
Arrangement With
Encyclopedia Britannica Films

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 14 minutes Black and White, no narration

I. Synopsis

This film explores the resources of a community in an urban center. It depicts a city community through the eyes of Jeff, an eight year old boy. Jeff wants to purchase a dashiki, but does not have enough money. He gets a variety of jobs and is finally able to make the purchase. The film shows some of the cultural interests and artifacts of the Afro-American community. It stimulates students to observe activities and opportunities in their own neighborhoods.

II. Recommended Use

This film does not have captions. The accompanying music is typical of a black neighborhood. The film could be used in a Social Studies program in the following ways:

A. Urban Community
  1. Types of dwellings - apartments
  2. Job opportunities and use of money for children
    a. Carrying groceries
    b. Dusting books
    c. Washing windows
    d. Running errands
  3. Leisure activities for children
    a. Playing cards
    b. Playing ball
    c. Being alone
  4. Kinds of stores
    a. Food
    b. Clothing

*Note: This film is not captioned.

    c. Music
    d. Beauty Salon
  5. Personal relations between:
    a. Shop owners and children
    b. Old people and young people
    c. Parents and children

B. Afro-American Community

  1. Cultural differences in:
    a. Music
    b. Clothes
    c. Books
    d. Art
  2. Artifacts

III. Purpose

A. General Objectives

1. To describe an urban community
2. To explain that the economics of a family determine, in most cases, the type of home or apartment in which they live and their standard of living
3. To discuss the fact that most families buy necessities first, such as, a place to live, food and clothing, and later purchase luxuries
4. To explain uses of leisure time
5. To discuss different kinds of stores
6. To discuss community relations
7. To discuss the similarities and differences between Afro-American communities and others.

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Tell about an urban community.
2. Compare their community with the one described in the film.
3. Tell the difference between a necessity and a luxury as it relates to this film.

4. Describe uses of leisure time.
5. List the different stores.
6. List examples of good community relations.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Visit a similar community.
2. Discuss the types of communities found in a city.
3. Discuss the different ways you can earn money.

D. Vocabulary

1. The teacher should select vocabulary that would be appropriate for her level and purposes.

V. Culminating Activities

A. Construct a miniature city showing the similarities and differences in communities.

B. Make a scrap book of pictures illustrating jobs in a community and leisure activities.

C. Write a composition on your own job or one you would like to have.

D. Write an illustrated chart story of stores in the community.

VI. Evaluation

1. How did Jeff and his friend spend their Saturday?
2. How do you spend weekends on your block?
3. What did Jeff see in the shops on his block?
4. What do you see in the shops on your block?
5. Is food a necessity? List other things you need.
6. Is a new bicycle a necessity? Why? List other things we do not need.
7. How did Jeff spend his leisure time?
8. How do you spend your leisure time?

9. How did the shopkeepers treat Jeff?

10. Which of the shopkeepers that Jeff met did you like the best? Why?

11. What did Jeff want to buy?

12. Did he go home and ask his mother for the money?

13. List the jobs that Jeff held.

14. How would you earn money on your block?

15. How is your community the same as the Afro-American community?

VII. Resource Materials

A. Films

1. People Are Different and Alike, CFD # 410, Montana Ed., p.103

2. Who Are the People of America?, CFD #197, DePaul Ed., p.290

B. Filmstrips

1. Acceptance of Differences, SVE

2. America's Children, LA

3. City Is Buildings, A , IFC

4. City Is Many Things, A, IFC

(a set of five captioned filmstrips)

a. City Is Buildings, A

b. City Is People at Leisure, A

c. City Is People at Work, A

d. City Is Services, A

e. City Is Transportation, A

C. Books

1. Davis, Harry, Americans Every One, New York: Doubleday, 1942.

2. Larrick, Nancy, On City Streets, New York: Evans, 1968.

3. Pitt, Valerie, Let's Find Out About Neighbors, New York: Watts, 1970.

4. Pitt, Valerie, Let's Find Out About Streets, New York: Watts, 1969.

5. Sharpe, G.G., Tobe, Chapel Hill: University of N.C. Press, 1945.

D. Other Materials

1. Afro-American Posters, LA
2. Records
    a. Black Experience, LA

       (The six records recreate the story of black America's quest for equality in prose, poetry and song.)

    b. Negro Folk Music of Africa and America, LA
3. Afro-American History, LA (transparencies)
4. Black America - Yesterday and Today, LA (study prints)

THE MAILMAN
CFD #478

A Captioned Film
for
Primary and Intermediate Levels
by
Arrangement With
Universal Education & Visual Arts

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 15 minutes

Color, SYNCAP

I. Synopsis

This film shows a boy who has received a gerbil from his grandmother. Within the frame of this story is revealed the work of a mailman, behind the scenes in a post office, and what happens to a letter or package from the time the sender mails it to the time it is received.

II. Recommended Use

This film is intended for use with elementary students, but can be used with secondary level students also. It is designed as an instructional aid to the development of an appreciation for the importance of a mailman's work, and an increased knowledge of details concerning writing and mailing a letter and wrapping and mailing a package. It may be used for lipreading practice. It may be used with a unit on Community Helpers.

III. Purpose

A. General Objectives

1. Reinforce certain basic concepts related to studying the work of employees in a post office
    a. sorters
    b. dispatchers
    c. mail carriers (those who ride; those who walk)
    d. workers who weigh packages and other related jobs
2. Introduce and/or reinforce certain basic concepts concerning classes of mail
3. Develop an awareness of this vocational choice
4. Reinforce a basic concern for the comfort of pets
5. Reinforce certain basic concepts related to correct form in letter writing.
6. Reinforce certain language skills, especially "le" morpheme and noun endings ance and ion.

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Demonstrate his knowledge of the cost of mailing letters and packages by placing the correct amount of postage on various types of mail.
2. Show that he knows different types of occupations of postal employees by listing them or fingerspelling them.
3. Tell his own zip code.
4. Explain how a zip code makes mail delivery faster.
5. Write a friendly letter using accepted format(s).
6. Address an envelope by accepted standard(s).
7. Wrap a package following the rules of the post office.
8. Write a paragraph or "tell" how to keep a pet healthy and comfortable. (dog, cat, gerbil, other)
9. Write a thank you note by accepted standards.
10. Use correctly in sentences 80% of the vocabulary introduced in the film.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Bring a live gerbil or a picture to school.
2. Make a bulletin board display featuring a mailman and letters.
3. Ask who has received a package or letter recently.
4. Ask students to talk about their pets and how they care for them.
5. Ask students to write a letter to a friend telling about his pet and how he keeps the pet healthy and comfortable.

D. Vocabulary

Nouns

clerk
parcel
cancellation
gerbil
postmark
address
sorter
package
airmail
special delivery
pouch
route
mailbox
insurance
airport
envelope
post office
guy

Verb

bundled
promised
afford
cancel
overload
insure

Adverb

aboard

Adjectives

first class
second class
third class
delivery (in "delivery route")

Idioms and Expressions

Sure enough!
Call them Brownie.
I know. (Ihave an idea)
I know. (I have the facts)
Let's go
... room to move
sorted by state

V. Culminating Activities

A. Student Experiences

1. Role play. Ask students to take turns being postmen. Deliver a pet; a package; a letter.

2. Have a classroom postoffice. The postman "delivers" the mail. Have "postage due" letters. A student may ask the postman, "How much postage do I need for this package; this letter; this newspaper.

3. Invite a philatelist to the classroom to talk about stamp collecting as a hobby.

4. Go on a field trip to the main post office.

5. Research. (a) Trace the history of the postage stamp.
   (b) Trace the history of the pony express.
   (c) The first air mail stamp

6. Students plan a presentation before an audience. Prepare skits and plays built around the Community Helpers theme. Prepare real and/or pretend television programs. Prepare assembly programs.

7. Wrap packages.

B. Suggested Questions

1. Explain how to bathe a dog.

2. What kind of home is best for a gerbil?
3. Can a live pet be mailed?
4. Who founded the Pony Express?
5. How much does it cost to insure a package for $10.00?
6. What is a zip code?
7. Which is better, a government sponsored mail delivery or a private service?
8. How is mail delivered in rural areas?
9. What would happen if no mail could be delivered for a month?; a year?
10. Who is Postmaster General of the United States? Who is Postmaster in your hometown?
11. Language Skills

    a. The "er" morpheme that means "a person who____" is spelled three ways: er, ar, or.

    Spell the following words

    sort + er =
    create + er =
    lie + er =
    beg + er =
    make + er =

    b. Some verbs form the noun ending with ance. (Example: insure ... insurance)

    c. Some verbs form the noun ending with ion (Example: cancel ... cancellation)

    d. Write a sentence using "I know" when you mean "I have an idea."

    Write a sentence using "I know" when you mean "I have the facts."

    e. Write 5 sentences beginning with "Let's."

    f. In a sentence use the word "call" to mean someone is at a distance and you speak to them. In a sentence use the word "call" to mean "name."

VI. Evaluation

1. Can the student list diverse occupations of postal employees?
2. Can he write a friendly letter by textbook standards?
3. Can he write an acceptable thank you note? Can he address an envelope correctly?

4. Can he place the correct amount of postage on a letter; airmail letter; special delivery; airmail special?
5. Can he wrap a package for mailing that will be accepted by the post office?
6. Does he demonstrate his respect and appreciation for the important work of the postman by speaking in a friendly manner about his mailman and voluntarily reading books about mailmen?
7. Does he know his own zip code?
8. Can he explain how a zip code speeds mail delivery?
9. Does he demonstrate kindness to animals and interest in their welfare by speaking affectionately of them and telling how he keeps them healthy and comfortable?

VII. Resource Materials

A. Films

1. Our Post Office, (Rev. Ed.) (P-L), EBF
2. Pony Express in America's Growth, CFD #171, Berkeley Ed., p. 284
3. Postal Workers, CFD #224, Rochester Ed., p. 259

B. Filmstrips

1. Christmas Mail Stacks Up, Ser 2 No 12-65, MWR
2. Our Postoffice, 5361, EBF
3. The Mailman, Young America, McGraw-Hill
4. The Postman, 7104, LFS

C. Books

1. Buchheimer, Naomi, Lets Go to a Postoffice, New York: Putnam, 1964.
2. Colonius, Lillian, At the Postoffice, Chicago: Melmont, 1967.
3. Dobrin, Arnold, Gerbils, New York: Lothrop, 1970.
4. Dutton, Wilbur, Gerbils and Other Small Pets, Portland, Maine: R.R. Bowker Co., 1965.
5. Greene, Carla, I Want to Be a Postman, Chicago: Childrens, 1958.
6. Greene, Carla, Where Does a Letter Go, Irvington-on-Hudson, N.Y.: Harvey, 1966.
7. Jupo, Frank, Any Mail for Me, New York: Dodd, 1964.
8. Miner, Irene, True Book of Our Postoffice, Chicago: Childrens, 1961.
9. Torbert, Floyd, Jr., Postmen the World Over, New York: Hastings, 1966.

D. Transparencies

1. Business Letters, 4CL06, Eye Gate
2. Business Letter Forms, E-En-711 to E-En-730, Eye Gate
3. Units with Vocational Themes, LCL09, Eye Gate

THE INDUSTRIAL CITY
CFD #547

A Captioned Film
for
Intermediate and Advanced Levels
by
Arrangement With
Encycl edia Britannica Educational Corporation

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 16 minutes Black and White

I. Synopsis

This film gives an understanding of the indispensable function of the industrial community in modern American society. It studies the unique characteristics and events shaping and changing the industrial city. It presents and explains the problems and difficulties that face an expanding industrial city.

II. Recommended Use

The film is recommended for intermediate and advanced level students in Social Studies programs. It can also be used in Language Arts to stimulate discussions on the problems of overpopulation, pollution, and unemployment.

III. Purpose

A. General Objectives

1. To survey life in a large industrial city
2. To be aware of the problems that exist in Detroit and the other large industrial cities
3. To understand the vital role that the automobile industry plays in the development of Detroit
4. To know the origin of the automobile industry in Detroit
5. To understand how the automobile workers union began
6. To be aware of the many ethnic groups that make up the population of Detroit

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Define industrial city.
2. List geographical factors that were instrumental in industrial cities' growth and prosperity.

3. Locate the largest aggregation of industrial cities in America today.
4. Explain the meaning of mass production.
5. Relate how the system of mass production was developed.
6. List advantages and disadvantages of mass production for industry, for workers, and for consumers.
7. Relate how immigration from Europe effected the growth of industrial cities.
8. Describe the role of today's labor unions in the industrial city.
9. Relate how the automobile has changed and shaped the city of Detroit.
10. List problems and difficulties that face an expanding industrial community.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Ask those students who have been to Detroit to give their impressions of the visit.
2. Have students bring pertinent clippings from newspapers, magazines, etc., concerning Detroit.
3. Construct a map of the Detroit area and denote major population areas, transportation routes, rivers and lakes, large industries, and distances to other major cities, etc.
4. Research on the United Automobile Workers of America, (UAW.)
5. Examine pictures of the famous buildings in Detroit.
6. Find out about the huge recording industry in Detroit.

D. Vocabulary

1. Idioms and Expressions

urban area
productive community
business machines
heavily populated
mass production
sounded good
fair salaries
living conditions
bank deposits
one and two-family houses
industrial leaders
a sense of futility
hundreds of square miles
growth of technology
mid-America region
supply sources
moving assembly line
settle problems
good working conditions
depend on
saving accounts
professional people
traffic problems
helpless and unwanted people

2. Selected Vocabulary

Nouns

factories
chemicals
goods
merchants
emigrants
laborer
unions
economy
pollution
bigotry
discrimination
professions
heritage
prosperity
computers
industry
inventors
salaries
cultures
negotiations
neighborhoods
poverty
decay
deprivation
sensitivity
products
medicines
transportation
production
peasant
communication
services
suburbs
neglect
crime
clergy
concern

Verbs

produce
remained
negotiate
manufactured
afford
pioneered
determine

Adjectives

industrial
wealthy
huge
rural
prosperous

V. Culminating Activities

A. Report on the state of Michigan. Learn about its climate, geographic location, other major cities, educational systems, government, etc.

B. Visit an automobile dealer. Learn how he orders new cars. Find out what the cost is to him and to the consumer.

C. Write an automobile manufacturer in Detroit for pictures and information on how a car is assembled.

D. Write an automobile union to find out their function(s) and method(s) of operation.

VI. Evaluation

1. What is an industrial city?

2. What city in America is named, "The Industrial City"?

3. Name other cities that are called industrial cities.

4. Explain the system of mass production.

5. What attracted emigrants to America and Detroit?

6. Trace the development of automobile labor unions in this country.

7. What is the name of the union today that represents the automobile workers?
8. How has the automobile industry changed and shaped the city of Detroit? (Ans. UAW)
9. Name one other major industry that has had a very significant impact on Detroit. (Ans. the recording industry)
10. List some of the problems and difficulties that face an expanding industrial community.

VII. Resource Materials

A. Films

1. Canada: The Industrial Provinces, CFD 109, Berkeley Ed., p.203
2. Reston: A Planned Community, (Series), SEF

   Part I : The City - Heaven and Hell
   Part II : The City - Cars or People?
   Part III: The City and Its Region
   Part IV : The Heart of the City
   Part V : The City As Man's Home
   Part VI : The City and the Future

B. Filmstrips

1. Agriculture and Industry: Modern Industry, MGH
2. Automobiles For Millions, EGH
3. Big City - U.S.A., EGH
4. Chicago, at the Crossroads of the Nation, EGH
5. Chicago - The Metropolis of the Midwest, EGH
6. City: Changes in American Life, The, PS
7. Detroit, Midwest Center of Industry, EGH
8. Four Major Cities, EGH
9. Great Lakes, The, PS
10. Great Lakes Area, The, EGH
11. Housing in Big City, EGH
12. How Automation Affects Your Life, PS
13. Industrialization of the United States, EGH
14. Industry Changes America, EGH
15. Industry Changes America, UEVA
16. Introducing Leading Cities - Chicago, PS
17. Labor Problems and New Areas of Industry, EGH

18. Machine Age Comes to America, The, PS
19. Natural Resources and Industrial Development, EGH
20. New Inventions and Industrial Development, EGH
21. New Processes and Industrial Development, EGH
22. New Systems of Business Organizations and the Flood of Immigration, EGA
23. Northeast, The, FH
24. Other Industries and Products, EGH
25. Rise of Organized Labor, EGH
26. Types of Cities: The Manufacturing City, MGH
27. Types of Cities: The Suburb, MGH
28. Waste of Our Resources, The, EGH
29. Why and How Cities Grow, EGH

C. Books

1. Aird, Hazel B., Henry Ford, New York: Bobbs, 1960.
2. Buehr, Walter, Automobiles, Past and Present, New York: Morrow, 1968.
3. Cooke, David C., How Automobiles Are Made, New York: Dodd, 1965.
4. Cooke, Donald E., Marvels of American Industry, Maplewood: Hammond, 1962.
5. Fanning, Leonard M., Men, Money and Oil, Story of Industry, New York: World, 1969.
6. Montgomery, Elizabeth R., Henry Ford: Automotive Pioneer, Champaign: Garrard, 1969.
7. Schwartz, Alvin, The City and Its People, New York: Dutton, 1967.
8. Tannenbaum, Beulah, Traffic Jam: City Transportation, New York: McGraw, 1970.

D. Transparencies

1. Industrial Growth (set), TSS-7L,PS
    - The Automobile Industry
    - The Meat Packing Industry
    - The Oil Industry
    - The Steel Industry

2. New Americans, (set), TSS-7M, PS
   Contributions of the Immigrants
   Famous Immigrants
   Immigrants Come to America
   Our Cities Become Little Countries

3. North Central States, (set), TSS-3E,PS
   Capitals, Major Cities and Rivers
   Historical People and Places
   Manufactured and Natural Products
   Physical Features

E. Loops

1. Chicago Exposition, AVSF
2. City at Play, AVSF
3. City at Work, AVSF
4. Early Automobiles, AVSP
5. Early Ford Assembly Lines, AVSF
6. Faces in the City, AVSF
7. Suburbia, AVSF
8. The Inner City, I and II, AVSF

NOTE TO TEACHER: Complete scripts for each film are an experimental idea. Captioned Films would appreciate your reactions to this sample script.

Address responses to:
Dr. Howard M. Quigley, Director
Educational Media Distribution Center
5034 Wisconsin Ave. N.W.
Washington, D.C. 20016

THE INDUSTRIAL CITY

Here is an industrial giant. It is a huge urban area. Cities and towns cover hundreds of square miles. It has millions of homes. It has over 7,000 factories. Here is a control center for a productive community, a growth of technology. It is the industrial city.

The Detroit industrial community makes many products: iron and steel, industrial chemicals, computers, business machines, and medicines. Its factories produce many goods. They have one major product.

Detroit produces more automobiles than any other city in the world. It is the world center for car and truck manufacturing. Over 10,000 cars are produced a day.

Automobiles are one of the most popular products of American industry. Each car has over 15,000 parts. Most of the parts are manufactured in Detroit. Other parts are easily brought in from other cities. Trains, planes, ships and boats, and highways make it easy to get to supply sources and markets.

The Mid-America region may be the greatest market. That region is heavily populated, prosperous, and wealthy. It can buy Detroit's products. Major industries are within the cities of the region. These cities have the same power and production possibilities as Detroit. The cities are near large markets. It is easy to get to supply sources. They are near different kinds of transportation. Why didn't one of those cities become the "motor city"? Why Detroit?

Because, in the early 1900's some merchants and inventors lived in Detroit. Eli Olds, Walter P. Chrysler, and Henry Ford were three. They pioneered the automobile industry.

They began the system called mass production. Different parts of the cars kept moving to the workers. Each worker put his part onto the car. Workers remained in their places with their tools. This was called the moving assembly line. Production became faster and cheaper. Americans were becoming wealthier. Working people wanted cars they could afford to buy. The assembly line made this possible. Henry Ford built the Model T automobile. Many working people could afford to buy the Model T.

More industrial workers were needed. Emigrants from Europe came to America. The salaries and work sounded good. Five dollars a day sounded good to a poor Irish farmer, a Polish peasant, or a German laborer. The European workers had different cultures.

There are more than 50,000,000 industrial workers today. They are the families of European immigrants and workers from the rural South. They are millions of people working in many different jobs. They are people working hard to keep up with today's machines. People are industry.

Industry uses wheels: wheels for production, wheels for transportation, and wheels for communication. Computers and assembly lines determine how fast goods are produced.

Thousands of workers do thousands of different jobs. When so many people work together, there are problems. Most of the problems are easy to settle. Sometimes they aren't easy. Unions have become strong in industries. They help workers settle problems. They negotiate for fair salaries and good working conditions. Usually, negotiations work. Sometimes, negotiations do not work.

Workers were unhappy in the 1930's and 1940's. Their working conditions were poor. Labor unions grew quickly because of the problems. Today unions are a part of industry. Labor unions negotiate salaries and working conditions. They protect the workers.

Unions are an important part of the industrial communities welfare. When industry does well, living conditions improve. People spend their money then. They spend over $1,000,000,000 a year.

Stores that sell goods and services depend on industry. The workers help support the economy. They have money to spend. They have money to save. The industrial city stands high in bank deposits and savings accounts.

Here people's homes show the prosperity of the city. Many of the neighborhoods have one and two-family houses. You see wealth of the city in the very nice homes. They are the homes of professional people and industrial leaders.

The automobile has an interesting part in how cities grow. When a city is prosperous, it grows. Many people use to live in the city. Now people are moving to growing suburbs. New factories are moving out of the city. They need land. Thousands of workers drive their cars to work. They work in different parts of town. Crowded highways are a big problem in the city. What can the city do about the growing traffic problems and cars? They must build more and better highways.

There is another serious problem, pollution. Pollution of air and pollution of water.

One of the most serious problems is poverty. What causes poverty? 1. Neglect, 2. Bigotry, 3. Decay.

The industrial city has a lot of crime. What causes crime? 1. Deprivation, 2. Discrimination, 3. A sense of futility. To fight these problems, the city needs help. Government and business, industrial leaders and workers, the clergy and the professions, working together to help.

Maybe the city needs more sensitivity and concern for people. How can we help many helpless and unwanted people? Many people don't work because they haven't been taught how to work. Today, industry can help find jobs for these people. Industry can teach them how to work.

Production of goods by the industrial city determines our way of life. Good salaries make our way of life better. Protection of industry makes our country wealthy.

What is the industrial city's future? The city's future depends on today's young people. Their education, their training, and their ideas will determine the city's future. They will determine the production of more and better goods.

Can they produce more goods? Can they produce better goods? That is America's heritage. It is the most important battle of the industrial city.

THE MISSISSIPPI SYSTEM: WATER WAY OF COMMERCE
CFD #560

A Captioned Film
for
Advanced Level
by
Arrangement With
ADM Films

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 16 minutes — Black and White

I. Synopsis

This film illustrates the geographical features and commercial importance of the Mississippi River System. It presents the history of the Mississippi with emphasis on the rise and fall of the steamboat, the "Big Flood" of 1927, and the development of the river into a modern water transportation system. It explains the operation of towboats and barges as an economical alternative to railroad transportation of goods, and indicates the extent and nature of commercial traffic on the Mississippi system. It shows the effects of the revitalization of the Mississippi system on cities such as St. Louis and New Orleans.

II. Recommended Use

This film is recommended for Social Studies and U. S. Geography.

III. Purpose

A. General Objectives

1. To show the importance of the Mississippi River and its tributaries to the economic status of the United States
2. To explain the function of dams, dikes, and reservoirs as they concern the Mississippi and other waterways
3. To define the task of revetments (retaining walls) in water and flood control
4. To explain the role that navigation locks play in the life of the Mississippi River
5. To introduce background material about the Federal Flood Control Act of 1928
6. To contrast changes in life styles, transportation, and economic status from the founding days of the Mississippi River to the present
7. To advise the students of the rivers and tributaries that make up the Mississippi
8. To know the various modes of transportation that have sailed and do sail along the Mississippi
9. To trace the history of the development of the Mississippi River and the settlements that came about and grew as a result of this development

B. Behavorial Objectives

At the end of this film and related study the students will be able to:

1. Trace on a map the Mississippi River from its source to the mouth.
2. List four major tributaries to the Mississippi River.
3. Relate the history of the founding and development of the Mississippi River.
4. List the various modes of transportation in use on the Mississippi River.
5. Numerate the variety of products that are transported via the Mississippi River.
6. Discuss the adverse effect the railroad had on cargo traffic on the Mississippi.
7. Define dams, revetments, reservoirs, navigation locks.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Have the class observe the map of the United States showing the Mississippi River from its source and its tributaries all the way down to the Gulf of Mexico.
2. Bring pictures to class of steamboats, dikes, revetments, dams, reservoirs, navigation locks, towboats, barges, and refineries.
3. Review with class the history of DeSoto, the Mississippi River, and the Louisiana Territory.

D. Vocabulary

1. Idioms and Expressions

The Mississippi River is a giant in Southern Illinois.
Boatyards are very busy.
One by one, the steamboats stopped
It was the end of an era.
The country was shocked!
The river had served the people

2. Selected Vocabulary

Nouns

source
tributaries
waterway
steamboat
passengers
cargo
transportation
dikes
channel
dredges
revetments
erosion

reservoirs
drainage
levels
towboats
refinery
barges
mouth
freighters
buoys
port

Verbs

drain
flow
control
maintain
rebelled
flooded
destroyed
prospered

Adjectives

secondary
huge
mighty
industrial
commercial
expensive
economical
freight
dependable

V. Culminating Activities

1. Have the class study the map of the United States. Ask them to select important cities along the Mississippi River.
2. Visit a hydro-electric plant.

VI. Evaluation

1. Name four major tributaries of the Mississippi River.
2. What caused the Big Flood of 1927?
3. What were the provisions of the Federal Flood Control Act of 1928?
4. How long is the Mississippi River?
5. What is the Mississippi River called?
6. What modes of transportation did you see in the film?
7. Name the states through which the Mississippi River passes.
8. List several methods of flood control.

VII. Resource Materials

A. Films

1. The Mississippi River: Trade Route of Mid-America, CFD #167, Baxter Ed., p.374
2. People Along the Mississippi, EBF

B. Filmstrips

1. Cities and Commerce, The Middle West Series, SVE
2. Rivers and Roads to the Mississippi, SVE
3. Soil and Its conservation, EG
4. Story of Rivers, The, EBF
5. Then and Now Along the Lower Mississippi, EBE

C. Books

1. Adler, Irving and Ruth, Rivers, New York: Day, 1961.
2. Bauer, Helen, Water: Riches or Ruin, New York: Doubleday, 1959.
3. Bulla, Clyde Robert, Down the Mississippi, New York: Crowell, 1954.
4. Craz, Albert G., Getting to Know the Mississippi, New York: Coward, 1965.
5. Holling, Holling C., Minn of the Mississippi, Boston: Houghton Mifflin, 1951.
6. LeGrand, When the Mississippi Was Wild, Nashville: Abingdon, 1952.
7. Twain, Mark, Life on the Mississippi, New York: Dodd; New York: Harper and Row.

TRUCK FARM TO STORE
CFD #572

A Captioned Film
for
Intermediate Level
by
Arrangement With
Aims Instructional Media Services, Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 12 minutes Color

I. Synopsis

This film shows a farm crop (carrots) going through the process of plowing, sowing, and transporting the carrots to the market. It demonstrates many farming procedures; contour plowing, irrigation, fertilization, weeding, harvesting and packing.

II. Recommended Use

This film is recommended for intermediate level students in Social Studies where a unit on consumer education, especially farm products, is being studied. It also may be used in Science when studying units on plants, soil, and water conservation. The film demonstrates the following procedures; contour plowing, irrigation, and fertilization.

III. Purpose

A. General Objectives

1. To introduce to the intermediate level student with the operational procedures of a modern truck farm
2. To make pupils aware of the economic value of a truck farm
3. To point out that a successful crop depends on daily and consistent care to the crops
4. To impress upon the students that farming is one of the most important jobs in the world today

B. Behavorial Objectives

At the end of this film and related study, the student will be able to:

1. Describe a truck farm.
2. Tell how ground is prepared for planting.
3. Tell how seeds are planted.
4. Name three (3) farm crops mentioned in the film.
5. Relate the factors a farmer considers in deciding what crops to plant.

6. List two (2) methods of irrigation.
7. Describe how farmers protect their crops from insects and weeds.
8. Relate how crops are harvested.
9. Name methods of transporting crops to market.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Ask leading questions to assess the pupils' knowledge about farms and farm crops.
2. Do a bulletin board on farm crops for visual stimulation.
3. Perform experiments with seed germination, so pupils can see how plants grow.
4. Lay the foundation for planting a classroom garden of farm crops.

D. Vocabulary

1. Idioms and Expressions

county fairs
wash away
railroad cars
grocery store
soil conservation
a lot of work
truck farms
loaded into
were watered
and sprayed

2. Selected Vocabulary

Nouns

fruit
vegetables
prizes
crop
soil
fertilizer
seeds
lettuce
weeds
cabbage
irrigation
carrots
spray
bugs
bunches
trucks
market

Verbs

grow
plows
waters
sprays
harvest

Adjectives

exciting
finest
special
tiny
healthy

V. Culminating Activities

A. Arrange for the pupils to visit a farm to see how crops are managed.

B. Arrange for the pupils to visit a farm market to observe how farm products are transported and distributed.

C. Have the pupils list many different crops and investigate where each crop is commonly grown.

D. Purchase some vegetable seeds from a local store. Let the pupils plant them and keep a record of their growth.

E. Arrange for the pupils to taste some farm crops that they may not have tasted before.

VI. Evaluation

1. What is a truck farm?
2. How does a farmer prepare the land for planting?
3. How does a modern day farmer plant his seeds?
4. What crops are being planted on different truck farms?
5. How does a farmer decide what crops to plant?
6. Name two ways farmers irrigate their fields.
7. How do farmers protect their crops from insects and weeds?
8. Describe a harvest.
9. How are crops carried to market?

VII. Resource Materials

A. Films

1. Farmer, The, CFD #123, Berkeley Ed., p.70
2. Foods from Grains, CFD #216, Baxter Ed., p.200
3. Irrigation Farming, CFD #147, Berkeley Ed., p.241
4. Learning About Seeds, EBF
5. Let's Watch Plants Grow, COR
6. Seeds Grow Into Plants, COR
7. What Plants Need for Growth, EBF

B. Filmstrips

1. Corn Belt Farmer, The, EBE
2. Finding Out How Plants Grow, SVE

   3. Wheat Farmer, The, EBE
   4. Where Do We Get Our Bread, IFC
   5. Soil for Plants, FH (Film House)

C. Books

   1. Adler, Bill, Irrigation, Day, 1964.
   2. Bethers, Ray, Perhaps I'll Be A Farmer, Dutton, 1950.
   3. Buehr, Walter, Food From Farm to Home, Morrow, 1970.
   4. Fenton, Carroll, Fruits We Eat, Day, 1961.
   5. Fenton, Carroll, Plants That Feed Us, Putnam, 1956.
   6. Goodspeed, J.M., Let's Go To A Supermarket, Putnam, 1958.
   7. Parish, Peggy, The Story of Grains, Grosset, 1965.
   8. Sootin, Laura, Let's Go To A Farm, Putnam, 1958.

D. Transparencies

   1. Agriculture, T-117-6, CCM

E. Loops

   1. Basic Needs of Plants, EBEC
   2. Bean Germination, WARDS (Ward's Natural Science Est.)
   3. Family Farm, PF
   4. Harvest and Preparation of Wheat, Double
   5. Irrigation, RANK
   6. Irrigation Farming, Double
   7. Killing Weeds With 2, 4-D, EALING (Ealing Corp.)

VISIT TO A DEPARTMENT STORE
CFD #422

A Captioned Film
for
Primary and Intermediate Levels
by
Arrangement With
Universal Education and Visual Arts

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 16 minutes Color, SYNCAP

I. Synopsis

This film shows a mother and her two children making plans to visit a department store. They go by bus. Mother makes purchases in the clothing and shoe departments. They visit the toy department where the children buy a globe with their savings. The trip ends with a visit to the Snack Bar.

II. Recommended Use

This film is intended as an instructional aid to develop an awareness of social skills and related concepts. It involves shopping in the different sections of a department store and learning the value of money. It emphasizes and reinforces the common phrases used in shopping.

This film could be used very effectively in Language Arts and Social Studies programs.

III. Purpose

A. General Objectives

1. To acquaint the children with the various sections in a department store
2. To help the students realize the importance of good manners while shopping
3. To illustrate that we have many wants and needs and that these needs are in the form of goods and services
4. To reinforce the concept of money

B. Behavioral Objectives

At the end of this film and related study the children will be able to:

1. Distinguish between the various sections in a department store.
2. Use appropriate manners while shopping.
3. Tell how their wants and needs can be provided for in the form of goods and services in a department store.
4. Count money and make change.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Make a bulletin board displaying various departments in a store. Use commercial or personal pictures.

2. Discuss items one could purchase in a department store.

3. Collect objects and allow pupils to determine in which department they could be purchased.

D. Vocabulary

1. Idioms and Expressions

upper level
by accident
May I help you?
in stock
It fits fine.
Step over here.
walk around
Try them on.
no standing
pair of shoes

2. Selected Vocabulary

Nouns

department store
toy department
total
Snack Bar
change
clerk
globe
dollar
director
tax
escalator
money
television

Verbs

count
save
buy
cost
need
hurt

Adjectives

tight
enough
comfortable
exciting

Adverbs

certainly
exactly

V. Culminating Activities

A. Visit a department store.

B. Save money and purchase an item.

C. Construct a miniature department store.

D. Dramatize a trip to a department store. Include the use of money and manners.

VI. Evaluation

A. What things can you buy in a department store?

B. What does the clerk say when she wants to help you?

C. Where would you go if you were hungry?

D. Where would you go to buy a puzzle?

E. Why is it important to know how to count money and make change?

F. Write examples of good manners while shopping.

G. What are the advantages of shopping in a department store?

H. How do you find the things you need in a department store?

I. How did they get to the department store?

J. What did Mother purchase?

K. Why didn't they buy the television?

VII. Resource Material

A. Films

1. Everyday Courtesy, CFD #373, Rochester Ed.,p.8
2. Let's Visit a Shopping Center, FAC
3. Manners in Public, CFD #210, DePaul Ed.,p.65
4. Stores in Our Community, COR
5. Stores in Our Community, CFD #299, Montana Ed., p.32
6. We Want Goods and Services, CFD #299, Montana Ed., p.32

B. Filmstrips

1. A Family Shopping Trip, SVE
2. Manners in Public, ERS

C. Books

1. Claster, Nancy, A Book of Manners, New York: Simon and Schuster, 1956.
2. Hastings, Evelyn B., The Department Store, Los Angeles: Melmont Publishers, 1956.
3. Hoffman, Elaine and Hefflefinger, Jane, About Friendly Helpers Around Town, Chicago: Melmont Publishers, 1954.
4. Laird, Lost in the Department Store, New York: Denison, 1964.
5. Leaf, Muro, Manners Can Be Fun, New York: Lippincott, 1958.
6. Romano, Louis G., and Nicholas R. Georgiady, This is a Department Store, Chicago: Follet Publishing, 1962.

D. Transparencies

1. Systems in Our City, #641280, MHF, N.Y., New York

E. Other Materials

1. Good Manners Through Music, (fourteen original songs to teach habits of good manners.) LA, Wichita, Kansas

2. Learning About Money, (16 - 12"X17" full color pictures & manual) LA, Wichita, Kansas

WHY WE HAVE THANKSGIVING
CFD #467

A Caption Film
for
Primary and Intermediate Levels
by
Arrangement With
Universal Education and Visual Arts

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 12 minutes

Color, SYNCAP

I. Synopsis

This film shows a family having Thanksgiving dinner. While mother is preparing the dinner, father tells his son the story of the first Thanksgiving. The story tells how the Indians helped the Pilgrims with their farming and preparation for the winter.

II. Recommended use

This film is recommended for primary and intermediate students. It can be used as an instructional aid to illustrate the Pilgrims' ways of living. It can be used in the Language Arts and Social Studies program.

III. Purpose

A. General objectives

1. To provide students with knowledge of the first Thanksgiving
2. To allow students an opportunity to observe life in Colonial times and compare it with life today
3. For seasonal and holiday reinforcement of the Thanksgiving season
4. To expose pupils to the reasons the Pilgrims came to America

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Tell who the Pilgrims were.
2. Describe a pilgrim colony.
3. Tell how the Pilgrims made their settlement in America.
4. List at least 6 foods that were introduced by the Indians to the Pilgrims.
5. Describe how the Pilgrims caught turkeys to eat.
6. Tell how the Indians helped the Pilgrims.
7. State why we continue to have Thanksgiving.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Arrange a bulletin board display on Thanksgiving themes.
2. Ask students to make up a dinner menu.
3. Do a map study -- locate Massachusetts; Plymouth Rock.
4. Discuss why the Pilgrims left England.

D. Vocabulary

1. Idioms and Expressions

a long time ago
became sick and died
made friends with
at harvest time
Dinner's ready.
from the trees
caught in traps

2. Selected Vocabulary

Nouns

Pilgrims
story
Thanksgiving
people
England
America
ship
pumpkins
squash
potatoes
yams
tomatoes
corn
beans
cranberries
plants
seeds
turkeys
traps
Mayflower
Plymouth Rock
Indians

Adjectives

strange
wild
poor

Verbs

live
landed
visit
built
plant
taught
sprinkled
helped
invited
sharing
carving

V. Culminating Activities

A. Make a model of Plymouth colony.

B. Plan a short play covering the following events:

1. The arrival of the Pilgrims
2. Making friends with the Indians
3. Planting foods with the Indians' help
4. Scene of the first Thanksgiving

C. Have students draw a picture of the first Thanksgiving.

D. Contact a local travel agent to find out how much it would cost to travel from England to Massachusetts by boat and also to find out how long this trip would take.

VI. Evaluation

1. Who were the Pilgrims?
2. Where did they come from?
3. Where did the Pilgrims land in America?
4. How did they come to America?
5. On what ship did they come?
6. How many days did they sail?
7. What did they use to build small houses?
8. What happened to some of them during the cold winter?
9. Who were the Indians?
10. Name some foods that were new and strange to the Pilgrims.
11. What did the Indians teach the Pilgrims?
12. Where did the Pilgrims get the turkeys?
13. Why did the Pilgrims invite the Indians to their feast?

VII. Resource Materials

A. Films

1. Colonial Life in New England, COR
2. Plymouth Colony: The First Year, COR
3. Children of the Colonial Frontier, MGH
4. The Story of the Pilgrims, Part II MGH

B. Filmstrips

1. Miles Standish, EBF
2. Plymouth Girl, MGH
3. Life in Plymouth Colony, EBF
4. The Pilgrims and the Puritans, SVE
5. Colonial Life Series (4), Curriculum
6. How Colonial America Began Series, MGH
7. The American Colonies, UEVA
8. Holidays and Their Meanings, UEVA

C. Books

1. Arthur, William, Holidays of Legend: From New Years to Christmas, Harvey Publishers, 1971.*
2. McGovern, Ann, If You Sailed on the Mayflower, Four Winds Publications, 1971.*
3. Purdy, Susan, Costumes for You to Make, Lippincott Publications, 1971.*

* May be ordered from: CCM: Standard School, Inc.
1945 Hoover Court
Birmingham, Alabama 35226

VOCATIONAL EDUCATION

GRAPHIC COMMUNICATIONS: WE USED TO CALL IT PRINTING
CFD #423

A Captioned Film
for
Advanced Level
by
Arrangement With
DuPont Photo Products
in Association With
GAFT
Graphic Arts Technical Foundation

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 22 minutes Color

I. Synopsis:

This film explores the vocation of graphic communications (printing). Covered are photography, newspaper printing, color reproductions, metal decorating, and career possibilities for persons interested in graphic communications as a vocation.

II. Recommended Use

This film is recommended for advanced students in vocational training programs related to the different areas of graphic communications.

III. Purpose

A. General Objectives

1. To know that there are many different ways to communicate graphically
2. To emphasize that technology is rapidly changing in this vocation as well as others
3. To introduce some of the production methods in areas of graphic communications
4. To guide students to training centers for graphic communications

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Name three areas of graphic communications.
2. Tell where to get training in graphic communications.
3. Illustrate how we use graphic communications in our daily life.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Discuss the great impact printing has had on our way of life.
2. Have the students discuss how they think newspapers, books, magazines, etc. are printed.
3. Have students discuss various methods of communications in use today and long ago.

D. Vocabulary

specialists
medium
three-dimension
laminated
publication
edition
regional plants
perforations
computer
deadline
distribution
proofs
transmitted
technology
advertisements
filters
trademark
manufacturers
plate making
data processing
microwave
gravure cylinder
phototypesetter
cathode ray tube
apprentices

V. Culminating Activities

1. Take a field trip to a newspaper plant.
2. Discuss with the students which field of graphic communications they would like to take.
3. Arrange for a person specializing in the area of graphic communications to visit the classroom to discuss his field of work.
4. Bring them some secondary school catalogs to find different courses offered in line with graphic communications.

VI. Evaluation

1. List at least three areas of graphic communications.
2. Where can you get training in graphic communications?
3. How do we see and use graphic communications in our daily life?

VII. Resource Materials

A. Films

1. Basic Reproduction Processes in the Graphic Arts, Farrell
2. Careers, DMM

3. Printers, CFD #245, Rochester Ed., p.262

4. Printing Through the Ages, EBF

5. Professional Photographer, UEVA

6. Typesetting, CFD #341, Rochester Ed., p.141

B. Filmstrips

1. Printing Techniques, UEVA (set of 6)

2. Vocational Decisions, QED Productions, Burbank, California

C. Books

1. Cooke, David Coxe, How Books Are Made, New York: Dodd, Mead, 1963.

2. Dean, Elizabeth, Printing: Tool of Freedom, Englewood Cliffs, New Jersey: Prentice-Hall, 1964.

3. Fisher, Leonard Everett, The Printers, New York: Franklin Watts Inc., 1965.

D. Tapes

1. Introducing the World of Work, Educational Reading Service, Mahwah, New Jersey (3 3/4 ips)

2. Mechanical Interest Occupations, Educational Reading Service, Mahwah, New Jersey (3 3/4 ips)

E. Loops

1. Discovering Craft/Media, UEVA, Super 8mm, Universal Education and Visual Arts, New York

I'M NOT STUPID
CFD #527

A Captioned Film
for
Advanced Level
by
Arrangement With
Universal Education and Visual Arts

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 14 minutes

Color, SYNCAP

I. Synopsis

This film is about a hard of hearing teen-ager who gets a job in a large grocery store. It shows how he works with others. He is asked to do a special job by his supervisor and he misunderstands the supervisor's instructions. He pretends that he understands, as he is afraid to show his "stupidity", by asking him to repeat. This results in a mistake on marking the price on cans. The last part of the film shows what he could have done to prevent the mistake.

II. Recommended Use

This film is recommended for advanced students in Vocational Training programs. It clearly shows a correct procedure in conducting oneself on the job. It stresses the importance of making sure that one understands and is being understood. (Note: Before the last part of this film is presented, stop and discuss with the class what the boy should have done.)

III. Purpose

A. General Objectives

1. To demonstrate that a hearing impairment need not stop a person from getting and holding a job
2. To stress the importance of understanding one's job
3. To realize that workers, who have a hearing loss, must take the initiative to make themselves understood

B. Behavioral Objectives

At the end of this film and related study the student will be able to:

1. Describe a method for understanding instructions when they were not understood initially.
2. Tell why it is important to have communication with one's fellow employees on a job.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Discuss with the class what they would do if someone spoke to them and they did not understand.

2. Discuss the importance of understanding exactly what is supposed to be done on a job. Jobs often can be terminated due to lack of dependability, cooperation, and honesty on employees' part.

3. Discuss with the class the employer-employee relationship and tell what factors make this relationship good or poor.

4. Plan a bulletin board on comparison of a good worker and a poor worker.

D. Vocabulary

1. Idioms and Expressions

employment referral
Help Wanted
on special
look dumb

2. Selected Vocabulary

applicant
prices
stack
slowly
manager
cases
storeroom
differently

V. Culminating Activities

A. Have the students describe how they would have handled the same situation if they did not understand what was said.

B. Visit a grocery or similar establishment to get an idea of the demands of a job such as the one held by the young man in the film. Visit a company that employs some deaf persons.

C. Invite a local employer or a vocational rehabilitation counselor to speak to the high school students. Their topic should include communication problems the deaf might have on the job.

D. Invite some deaf adults to speak about their experiences with communication on their jobs.

VI. Evaluation

1. Tell what you would do if you were the boy in the film who did not understand what his supervisor said.

2. Explain why it is very important to make sure that you understand what is to be done on the job.

VII. Resource Materials

- A. Films
  - 1. Finding the Right Job, COR
  - 2. Personal Qualities for Job Success, COR
  - 3. Planning For Success, COR
  - 4. You and Your Work, COR
- B. Filmstrips
  - 1. Stocker in a Super-Market, EG
  - 2. The ABC's of Getting and Keeping a Job, EG
  - 3. The Job Interview, EG
- C. Transparencies
  - 1. Hints for Holding Your Job, VIMC
  - 2. I Want A Job, EG

ON EVERY HAND
CFD # 563

A Captioned Film
for
Advanced Levels
by
Arrangement With
Journal Films Inc.

Media Services and Captioned Films
Bureau of Education for the Handicapped
U.S. Office of Education

Time: 10 minutes Color

I. Synopsis

This film emphasizes the care and protection of our hands. A narrator lists how the hands work, and how vulnerable and valuable they are. The film illustrates the dangers and the necessity of using safety measures when operating machines or using sharp tools.

II. Recommended Use

This is an excellent film for advanced students. It describes the safe use of machines and the consequences of careless use. It could be used very effectively in the Vocational program.

III. Purpose

A. General Objectives

1. To emphasize the value of our hands
2. To explain safety measures for use with machines
3. To show the dangers of different kinds of machines
4. To introduce technical terms pertaining to machines
5. To explain and illustrate the different kinds of machines

B. Behavioral Objectives

At the end of this film and related study the students will be able to:

1. Discuss the value of our hands.
2. Explain safety measures to observe when using machines.
3. Discuss the dangers of different kinds of machines.
4. Explain technical terms related to machines.
5. Illustrate and explain the different kinds of machines.

IV. Preparation

A. Preview

B. Select own objectives

C. Motivation

1. Discuss jobs which require the use of machines.
2. Visit a factory or a construction site. Observe the machines and safety measures used.
3. Bring a fan to class. Discuss its dangers.
4. Display items made by machines.

D. Vocabulary

1. Idioms and Expressions

where the action is
have special dangers
shear action
rotating action
toothed, spiked, bristling or jagged edges
caught and destroyed
wringer action
safety guards
smashing action
pinching action
can be squeeqed, smashed or broken
two hard-edged objects
sharp screw-type edges
right kind of hand protection
dangers they hold
get treatment
short cuts
damaged hands
they'll never be like new

2. Selected Vocabulary

machine
dangerous
destroy
respect
paper cutters
meat cleavers
can injure
gears
rollers
winders
bars
old-fashioned
moving belts
pulleys
conveyors
chains
sprockets
racks
pinions

is quicker
protect
acids
steam
must be protected
materials
unprotected
protection
useless
adjust
oil
shavings
cleaners
strum
grabs
crushed
smashed
pinched
freeze
painful

V. Culminating Activities

A. Visit a vocational school and observe the students using various machines.

B. Make a bulletin board of machines used in your community.

C. Construct a simple machine.

D. Make a chart showing the development of machines.

E. Collect statistics. Compare the salaries of machinists with the unskilled workers in a factory.

F. Have pupils research and give reports on machinery trades:

1. Necessary education

2. Qualifications

3. Pay

4. Employment opportunity

G. Invite a machine operator to talk to the class.

H. Using a foam rubber hand, demonstrate the dangers of machines in your school.

VI. Evaluation

1. Why are hands important to us?

2. What is the danger of shear action?

3. List three examples of machines with shear action.

4. Explain how shear action works.

5. Compare shear action with rotating action of machines.

6. List three examples of machines with rotating action.

7. In what machine would you find wringer action?

8. List six machine safety rules.

9. What substances are harmful to our hands?

10. What are safety guards?

11. List five machines in your home. Tell how each might be dangerous.

VII. Resource Materials

A. Films

1. ABC of Hand Tools, The, Part I, CFD #342, Rochester Ed., p.44

2. ABC of Hand Tools, The, Part II, CFD #342, Rochester Ed., p.48
3. Accident Happens to Sam, An, AF
4. Cause for Alarm, AF
5. First Aid on the Spot, EBF
6. For Safety's Sake, AF
7. Friendly Machines, AF
8. Hand Tools for Metalwork, CFD #452, Callier Ed., p.289
9. Hand Tools for Woodworking, CFD #438, Callier Ed., p.289
10. Precision Wood Making Operations on Joiner, USOE
11. Safe Shop, A, MGH
12. School Shop Safety, CFD #437, Callier Ed., p.305
13. So You Want To Be A Tool and Die or Mold Maker, CFD #362, Callier Ed., p.311
14. Typesetting, CFD #341, Rochester Ed., p.141
15. Working Safely in the Shop, COR

B. Filmstrips

1. Care and Use of the Shaper, #6262, MGH
2. Power Tools, BF
3. Tools for Metalworking, BF
4. Tools for Woodworking, BF
5. Safety in the Shop, MGH

C. Books

1. Benedick, Jeanne, The Emergency Book, Chicago: Rand McNally, 1967.
2. Blake, Roland, Industrial Safety, New York: Prentice-Hall, 1963.
3. Curry, Harold, Linecasting Keyboard Operation I, New Brunswick, N.J.: Curriculum Laboratory, Rutgers U., 1966.
4. Heinrich, H.W., Industrial Accident Prevention, New York: McGraw-Hill, 1959.
5. Intertyse, A Book of Instruction for Its Operation and General Maintenance, Brooklyn N.Y.: Intertype Corp., 1943.

6. Notkin, Jerome and Gulkin, S., The How and Why Wonder Book of Machines, New York: Grosset and Dunlap, 1960.

7. Smith, Robert, Machine Woodworking, Bloomington, Ill.: McKnight, 1951.

8. Taylor, S.J. et. al., First Aid in the Factory, and on the Building Site and Farm, Office and Warehouse, Ontario, Canada: Longmans Ltd., 1963.

9. Yost, H.W., The Use of Hand Tools and Portable Machinery, New York: Delmar, 1962.

D. 8mm Loops

1. Metalworking Tools, BF

2. Power Tools, BF

3. Woodworking Tools, BF

E. Other Materials

1. ABC's of Hand Tools, (pamphlet), General Motors Corp.

2. Power Tools, (transparency), UEVA

APPENDIX

APPENDIX A. ABBREVIATIONS IN THIS EDITION

AAR	Association of American Railroads
AF	Association Films
AI	Athletic Institute
AIMS	Aims Instructional Media
AJN	A.J. Nystrom and Company
ALAP	All American Productions
ALESCO	American Library and Educational Services Co.
AmRDM	American RDM Corporation
AV	A-V Scientific Aids Co.
AVSF	Audio Visuals of South Florida

BF	Bailey Films
BFA	BFA Educational Media
BIS	British Information Services
BP	Benefic Press
BPS	Basic Physical Science Program

CAFM	Cathedral Films, Inc.
CASTLE	United World-Castle Films
CCM	CCM: Standard School, Inc.
CF	Curriculum Filmstrips
CFD	Captioned Films for the Deaf
CO	Concordia Films
COR	Coronet Films
CUMC or CMI	Curriculum Materials Corporation
CV	Creative Visuals

DBS	Dean-Brunson Studio
DCA	Display Corporation of America
DD	Doubleday
DMM	Doubleday Multimedia

EA	Ealing Corporation
EAI	Educational Activities Inc.
EBE	Encyclopedia Britannica Educational Corporation
EBF	Encyclopedia Britannica Films, Inc.
EGH	Eye Gate House
EM	Educational Materials and Audio-Visual Equipment [Learning Arts]
EPC	Educational Projections Corporation
ERS	Educational Reading Service
EUC	Educational Unlimited Corporation

FAC	Film Associates of California
FH	Filmstrip House
FI	Films Incorporated
FISH	Marjorie E. Fish
FW	Films West, Inc.
HAR	Harper and Row Publishers
HB	Harcourt, Brace and World, Inc.
ICF	International Communication Films
IFC	Imperial Film Company
IU	Indiana University
JH	Jim Handy School Services, Inc.
KEP	Kayfetz - Edutec Productions
KSP	King Screen Productions
LA	Learning Arts
MGH	McGraw-Hill Books
MHF	McGraw-Hill Films
MLA	Modern Learning Aids
MU	Media Unlimited Corporation
NAD	National Association of the Deaf
NFBC	National Film Board of Canada
NRMCD	Northeast Regional Media Center for the Deaf
NSC	National Safety Council
PF	Park Films
PS	Popular Science Publishing Co.
QED	Quality Educational Audio-Visual Materials
RANK	J. Arthur Rank Organization
PEC	Randall Education Corporation
REP	Randall Educational Productions
SED	Scott Educational Division
SF	Sportlite Films, Inc.
SP	Stanbow Productions
SRA	Science Research Associates
STE or SEF	Sterling Educational Films
SVE	Society for Visual Education

TAS	Teaching Aids Service, Inc.
TF	Throne Films
TGFC	Tennessee Game and Fish Commission
UEVA	Universal Education and Visual Arts
UPRR	Union Pacific Railroad
USOE	United States Office of Education
UWF	United World Films
VIMC	Valiant IMC
VS	Visual Society
W	Wards' Natural Science Establishment, Inc.
WDP	Walt Disney Productions
WSP	Warren Schloat Productions
YAF	Young America Films

APPENDIX B. DIRECTORY OF PUBLISHERS AND DISTRIBUTORS

Abelard-Schuman, Ltd.
257 Park Ave., S.
New York, N.Y. 10010

Abingdon Press
Nashville, Tenn. 37203
or
201 Eighth St.
New York, N.Y. 10022

Aims Instructional Media Services, Inc.
Box 1010
Hollywood, Calif. 90025

A.J. Nystrom and Company
3333 Elston Ave.
Chicago, Ill. 60618

All American Productions
Box 801
Riverside, Calif.
ATTN: George Pearson

American Association for Health, Physical
Education and Recreation
Orders to National Education Association
of the United States, Publication-
Sales Section, 1201 16th St. N.W.
Washington, D.C. 20036

American Heritage Press
330 W. 42nd St.
New York, N.Y. 10036

American Library and Educational Services, Co.
404 Sette Drive
Paramus, N.J. 07652

American RDM Corporation
148 Lafayette St.
New York, N.Y.

Arco Publishing Co.
219 Park Avenue, S.
New York, N.Y. 10003

Ariel-FS and G
See Farrar, Strauss and
Giroux, Inc.

Association Films
512 Burlington Ave.
La Grange, Ill. 60525

Association Press
291 Broadway
New York, N.Y. 10007

Atheneum Publishers
122 E. 42nd Street
New York, N.Y. 10017

Athletic Institute
Merchandise Mart
Room 805
Chicago, Ill. 60654

Audio Visuals of South
Florida
3748 N.E. 12th Ave.
Ft. Lauderdale, Florida
and
4333 W. Kennedy Blvd.
Tampa, Fla. 33609

A-V Scientific Aids Co.
8267 Beverly Blvd.
Los Angeles, Calif. 90048

Bailey Films
6509 DeLongpre Ave.
Hollywood, Calif.

Bailey-Film Associates
11559 Santa Monica Blvd.
Los Angeles, Calif. 90025

Basic Physical Science Program
Science Research Associates
259 E. Erie St.
Chicago, Ill. 60611

Bell Publishers
816 Main St.
Lynchburg. Va. 24505

Belmont Productions, Inc.
185 Madison Ave.
New York, N.Y. 10016

Benefic Press
10300 W. Roosevelt Rd.
Westchester. Ill. 60153

BFA Educational Media
2211 Michigan Ave.
Santa Monica, Calif. 90404

Bobbs-Merrill Co., Inc.
4300 W. 62 nd Street
Indianapolis. Ind. 46268

New York Branch Office
3 W. 57th St.
New York, N.Y. 10019

Bowker Press
131 Washington Ave.
Portland, Maine 04101

Branford, Charles T., Company
28 Union St.
Newton Centre, Mass. 02159

British Information Services
845 Third Ave.
New York, N.Y. 10022

Brown William C., Company
135 South Locust Street
Dubuque, Iowa 52001

Burgess Publishing Co.
426 S. 6th St.
Minneapolis Minn. 55415

Cahners Publishing Co., Inc.
221 Columbus Ave.
Boston, Mass. 02116

Captioned Films for the Deaf
Educational Media Distribution
Center
5034 Wisconsin Ave., N.W.
Washington, D.C. 20016

United World-Castle Films
1445 Park Ave.
New York, 29, New York

Cathedral Films, Inc.
2921 W. Alameda Ave.
Burbank, Calif. 91505

CCM: Standard School, Inc
1945 Hoover Court
Birmingham, Ala. 35216
or
Crowell, Collier and Macmillan

Childrens Press, Inc.
1224 W. Van Buren St.
Chicago, Ill. 60607

Christopher Publishing House (Mass)
53 Billings Road
North Quincy, Mass. 02171

Citation Press
50 West 44th St.
New York, N.Y. 10036
Orders to Educators Service Div.
Scholastic Magazine, Inc.
904 Sylvan Ave.
Englewood Cliffs, New Jersey
07632

Concordia Films
3558 S. Jefferson Ave.
St. Louis, Mo. 63118

Cornell University Press
124 Roberts Place
Ithaca, New York 14850

Coronet Films
65 E. South Water Street
Coronet Bldg.
Chicago, Ill. 60601

Coward-McCann, Inc.
200 Madison Ave.
New York, N.Y. 10016

Creative Educational Society, Inc.
515 N. Front St.
Mankato Minn.56001

Creative Visuals
Box 1911
Big Springs, Texas 79720

Crowell, Collier and Macmillan
866 Third Ave.
New York, N.Y. 10022

Crowell, Thomas Y.Company
201 Park Ave. S.
New York, N.Y. 10003

Curriculum Filmstrips
K and W Audio Visual Equip. Co.
1309 West Edgewood Ave.
Jacksonville, Fla.

Curriculum Materials Corporation
527 S. Commerce St.
P.O. Box 1187
Jackson. Miss. 39205

Doubleday and Company, Inc.
277 Park Ave.
New York, N.Y. 10017
Orders to: 501 Franklin Ave.
Garden City, N.Y.
11530

Doubleday Multimedia
277 Park Ave.
New York, N.Y. 10017
and
1371 Reynolds Ave.
Santa Ana, Calif. 92705

Davis Publications, Inc.
50 Portland St.
Worcester, Mass 01608

Dean-Brunson Studio
139 N. Main St.
Logans, Utah

Dell Publishing Company
750 Third Ave.
New York, N.Y. 10017

Delmar Publishers
Mountainview Ave.
Albany, N.Y. 12205

Denison, T.S.and Co., Inc.
5100 W. 82nd Street
Minneapolis, Minn. 55431

Dial Press, Inc.
750 Third Ave.
New York, N.Y. 10017

Display Corporation of America
Education Products Inc.
4865 Stenton Ave.
Philadelphia, Pa. 19144

Dodd, Mead and Company, Inc.
79 Madison Ave.
New York, N.Y. 10016

Donohue, M.A., and Company
711 S. Dearborn St.
Chicago, Ill. 60605

Dutton, E.P. and Co., Inc.
201 Park Ave. S.
New York, N.Y. 10003

Ealing Corporation
2225 Massachusetts Avenue
Cambridge, Mass. 02140

Education Unlimited Corporation
Media Unlimited Division
13001 Puritan Ave.
Detroit, Mich. 48227

Educational Activities, Inc.
P.O. Box 392
Freeport, N.Y. 11520

Educational Projections Corporation
P.O. Box 1187
Jackson, Miss. 39205

Educational Reading Service
320 Rt. 17
Mahwah, New Jersey 07430

Encyclopedia Britannica Educational Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

Encyclopedia Britannica Films, Inc.
38 W. 32nd St.
New York, N.Y. 10000

Environmental Science Services Corp.
750 Summer St.
Stamford, Conn. 06902

Evans, M. and Co. Inc.
Orders to Lippincott, J. B. Company
E. Washington Sq.
Philadelphia, Pa. 19105

Exposition Press Inc.
50 Jericho Turnpike
Jericho, N.Y. 11753

Eye Gate House, Inc.
Archer Avenue
Jamaica, N.Y. 11435

Farrar, Straus and Giroux, Inc.
19 Union Sq., W.
New York, N.Y. 10003

Fertig, Howard, Inc.
80 E. 11th St.
New York, N.Y. 10003

Film Associates
11559 Santa Monica Blvd.
Los Angeles, Calif. 90025

Film Associates
11559 Santa Monica Blvd.
Los Angeles, Calif. 90025

Films Incorporated
277 Pharr Road N.E.
Atlanta, Ga. 30305

Filmstrip House
432 Park Avenue
New York, N.Y. 10016

Marjorie E. Fish
1723 Oak St.
Orange Gardens
Kissimmee, Fla.

Folcroft Press, Inc.
Box 182
Folcroft, Penn. 19032

Follett Publishing Co.
201 N. Wells St.
Chicago, Ill. 60606

Four Winds Press
50 West 44th St.
New York, N.Y. 10036

Garden City Books
277 Park Ave.
New York, N.Y. 10017

Garrard Publishing Co.
1607 N. Market St.
Champaign, Ill. 61820

General Motors Corp.
P.O.Box 7000
Detroit, Michigan 48202

Glencoe Press (see Macmillan)

Globe Book Company
175 Fifth Ave.
New York, N.Y. 10010

Golden Press, Inc.
850 Third Ave.
New York, N.Y. 10022
Orders to 1220 Mound Ave.
Racine, Wis. 53404

Grosset and Dunlap, Inc.
51 Madison Ave.
New York, N.Y. 10010

Hale, E.M. and Company
1201 S. Hastings Way
Eau Claire, Wis. 54701

Hammond Inc.
Hammond Bldg.
Maplewood, N.J. 07040

Harcourt,Brace and World, Inc.
757 Third Ave.
New York, N.Y. 10017

Harper and Row Publishers, Inc.
49 E. 33rd St.
New York, N.Y.10016

Harvey House Inc., Publishers
5 S. Buckhout St.
Irvington -on- Hudson, N.Y. 10533

Hastings House Publishers, Inc.
10 E. 40th St.
New York, N.Y. 10016

Holiday House, Inc.
18 E. 56th Street
New York, N.Y. 10022

Houghton Mifflin Co.
2 Park S.
Boston, Mass. 02107
Orders to : 53 West 43rd Street,
New York, N.Y. 10036;
1900 S. Batavia Ave.
Geneva, Ill. 60134;
666 Miami Circle, N.E.,
Atlanta, Ga. 30305;
6626 Oakbrook Blvd.,
Dallas, Tex. 75235;
777 California Ave.
Palo Alto, Calif. 94304

Imperial Film Co., Inc.
P.O. Drawer 1007
Lakeland, Florida 33803

Indiana University Press
10th and Morton Streets
Bloomington, Ind. 47401

International Communications Films
1371 Reynolds Ave.
Santa Ana, Calif. 92705

Intertype Corporation
Harris-Seybold Co.
(a Division of Harris-Intertype
Corp.)
Cleveland, Ohio 44105

Jam Handy School Service, Inc.
2821 E. Grand Blvd.
Detroit, Mich. 48211

Jenkins Book Publishers Co., Inc.
Box 2085
Austin, Texas 78767

John Day Company
62 W. 45th Street
New York, N.Y. 10036

Jr. Research Series
Published by Science Research
Associates

Kayfetz-Edutec Productions
295 W. 4th St.
New York, N.Y. 10014

King Screen Productions
320 Aurora Ave. N.
Seattle, Washington 98109

Knopf, Albert A., Inc.
201 E. 50th St.
New York, N.Y. 10022

Landau Book Company, Inc.
49-53 E. 21st Street
New York, New York 10010

Learning Arts
P.O.Box 917
Wichita, Kansas 67201

Lexington School for the Deaf
75th St. and 30th Ave.
Jackson Heights, N.Y. 11370

Lippincott, J.B.Company
E. Washington Sq.
Philadelphia, Pa. 19105
or
521 Fifth Avenue
New York, N.Y. 10017

Little, Brown and Company
34 Beacon St.
Boston, Mass. 02106

Longmans Ltd.
Ontario, Canada
c/o David McKay Co., Inc.
730 3rd Ave.
New York, N.Y. 10017

Lothrop, Lee and Shepard Co.
105 Madison Ave.
New York, N.Y. 10016
Orders to William Morrow and Co., Inc.
07006 Henderson Dr.
West Caldwell, N.J. 07006

McGraw-Hill Book Co.
330 W. 42nd St.
New York, N.Y. 10036

McKay, David, Company, Inc.
750 Third Ave.
New York, N.Y. 10017

McKnight and McKnight Publishing Company
Orders to Taplinger Publishing Co.
29 E. 10th St., New York, N.Y. 10003

Macmillan Company
866 Third Ave.
New York, N.Y. 10022

Media Unlimited Division
Education Unlimited Corporation
13001 Puritan Ave.
Detroit, Mich. 48227

Melmont Publishers, Inc.
Orders to Children's Press
1224 W. Van Buren St.
Chicago, Ill. 60607

Messner (see Simon and Schuster)

Milliken Publishing Co.
611 Olive St.
St. Louis, Mo. 63101

Modern Learning Aids
1212 Avenue of the Americas
New York, N.Y. 10036

Modern Library
(Division of Random House, Inc.)
201 E. 50th St.
New York, N.Y. 10022

Morrow, William and Company, Inc.
105 Madison Ave.
New York, N.Y. 10016
Orders to 6 Henderson Dr.
West Caldwell, N.J.
07006

Mosby, C.V., Co.
3207 Washington Blvd.
St. Louis, Mo. 63103

National Collegiate Athletic Assn.
Box 757
Grand Central Station
New York, N.Y. 10017

National Film Board of Canada
Distributed by:
Stanley Bowmar Co., Inc.
4 Broadway
Valhalla, N.Y. 10595

National Association of the Deaf
814 Thayer Ave.
Silver Spring, Md. 20910

National Safety Council
425 N. Michigan Ave.
Chicago, Ill. 60611

Northeast Regional Media Center
for the Deaf
University of Massachusetts
Amherst, Mass. 01003

Norton C. Norton and Company
55 5th Avenue
New York, New York 10003

Noyes Data Corporation
Noyes Building, Mill Rd.
at Grand Ave.
Park Ridge, N.J. 07656

Oceana Publications, Inc.
Dobbs Ferry, N.Y. 10522

Oxford University Press, Inc.
200 Madison Ave.
New York, New York 10016
Orders: 1600 Pollitt Dr.
Fair Lawn, N.J. 07410

Parents Magazine Press
52 Vanderbilt Ave.
New York, N.Y. 10017

Park Films
220 N. Almont Drive
Beverly Hills, Calif. 90211

Pergamon Press, Inc.
Maxwell House, Fairview Park
Elmsford, N.Y. 10523

Peter Pauper Press
629 MacQuesten Pkwy.
Mount Vernon, N.Y. 10552

Philosophical Library, Inc.
15 E. 40th St.
New York, N.Y. 10016

Platt and Munk Company
1055 Bronx River Ave.
Bronx, N.Y. 10472

Popular Science Publishing Co.
355 Lexington Ave.
New York, N.Y. 10017

Prentice-Hall, Inc.
70 Fifth Ave.
New York, N.Y. 10011
Orders to Englewood Cliffs, N.J.
07632

Putnam's G.P., Sons
200 Madison Ave.
New York, N.Y. 10016

Quality Educational Audio-Visual
Materials
Burbank, California 91505

Rand McNally and Company
Box 7600
Chicago, Ill. 60680
or
405 Park Ave.
New York, N.Y. 10022
or
423 Market St.
San Francisco, Calif. 94105

Randall Education Corp.
Box 891
Winter Park, Florida 32789

Randall Educational Productions
Box 891
Winter Park, Florida 32789

Random House School and Library
Service, Inc.
201 E. 50th St.
New York, N.Y. 10022
Orders to Westminister, Md. 21157

J. Arthur Rank Organization
11 Cumberland Ave.
London N.W., England

Regnery, Henry, Company
114 W. Illinois St.
Chicago, Ill. 60610

Reilly and Lee (see Regnery)

Reinhold (see Van Nostrand-Reinhold)

Ronald Press Company
79 Madison Ave.
New York, N.Y. 10016

Roy Publishers, Inc
30 E. 74th St.
New York. N.Y. 10021

Rutgers University Press
30 College Ave.
New Brunswick, N.J. 08903

St. Martin's Press, Inc.
175 Fifth Ave.
New York, N.Y. 10010

Science Research Associates, Inc.
259 East Erie St.
Chicago, Ill. 60611

Scott Educational Division
333 Ave. of the Americas
New York, N.Y. 10014

Scott W.R. Inc (see Young Scott Books)

Scott, Foresman and Company
1900 E. Lake Ave.
Glenview, Ill. 60025

Scribner's, Charles, Sons
597 Fifth Ave.
New York, N.Y. 10017
Orders to Shipping and Service Center
Vreeland Ave.
Totowa, N.J. 07512

Sey Law. Dell
(see Dell Publishing Co.)

Simon and Schuster, Inc.
630 Fifth Ave.
New York, N.Y. 10020
Orders to 1W 39th St.
New York, N.Y. 10018

Singer, L.W., Company, Inc.
Div. of Random House, Inc.
201 E. 50th St.
New York, N.Y. 10022

Singing Tree Press
Orders to Gale Research Co.
Book Tower
Detroit, Mich. 48226

Smith, Peter, Publisher, Inc.
6 Lexington Ave.
Gloucester, Mass. 01930

Society for Visual Education
1345 Diversey Parkway
Chicago, Ill. 60614

Sportlite Films, Inc.
20 North Wacker Dr.
Chicago, Ill.

Stanbow Productions
For information, write to:
Stanley Bowmar Co., Inc.
4 Broadway
Valhalla, N.Y. 10595

Steck-Vaughn Company
Box 2028
Austin, Texas 78767

Sterling Educational Films, Inc.
241 E. 34th St.
New York, N.Y. 10016

Sterling Publishing Co., Inc.
419 Park Ave. S.
New York, N.Y. 10016

Frederick Stokes Co.
Orders to: Lippincott, J.B.,Co.
E. Washington Sq.
Philadelphia, Pa. 19105
or
521 Fifth Ave.
New York, N.Y. 10017

Strode Publishers
6802 Jones Valley, S.E.
Huntsville, Ala. 35802

Studio-Viking Pr.
Studio Books
Imprint of Viking Press, Inc.
The Viking Press, Inc.
625 Madison Ave.
New York, N.Y. 10022

Taplinger Publishing Co., Inc.
29 E. 10th St.
New York, N.Y. 10003

Teaching Aids Service, Inc.
31 Union Square West
New York, New York

Tennessee Game and Fish Comm.
Nashville, Tenn.

Throne Films
Dept. 22-EC
1229 University Ave.
Boulder, Colo. 80302

Time, Inc.
Time and Life Bldg.,
Rockerfeller Center
New York, N.Y. 10020
   Order from Little Brown and Co.
   34 Beacon St.
   Boston, Mass. 02106

Transatlantic Arts, Inc.
North Village Green
Levittown, Long Island, N.Y. 11756

Tuttle, Charles E., Company
28 S. Main St.
Rutland, Vt. 05701

United States Office of Education
7th and D St., S.W.
Washington, D.C. 20202

United World Films
1445 Park Ave.
New York 29, N.Y.

Universal Education and Visual Arts
221 Park Ave., S.
New York, N.Y. 10003

University of North Carolina Press
Box 2288
Chapel Hill, N.C. 27514

Valiant IMC
237 Washington Ave.
Hackensack, New Jersey 07602

Van Nostrand-Reinhold Company
450 W. 33rd St.
New York, N.Y. 10001

Visual Society
Singer Society for Visual Ed.
1345 Diversey Parkway
Chicago, Ill. 60614

Walck, Henry Z., Inc.
19 Union Square W.
New York, N.Y. 10003

Walt Disney Productions
Educational Film Division
350 S. Buena Vista Ave.
Burbank, Calif. 91503
   or
800 Sonora Ave.
Glendale, Calif. 90406

Ward's Natural Science Estab.,Inc.
Box 1749
Monterey, Calif. 93942

Warren Schloat Productions, Inc.
Palmerland West
Pleasantville, N.Y. 14150

Watts, Franklin, Inc.
845 Third Ave.
New York, N.Y. 10022

Wehman Brothers
158 Main Street
Hackensack, New Jersey 07601

Western Publishing Co., Inc.
1220 Mound Ave.
Racine, Wis. 53404

Whitman, Albert and Co.
560 W. Lake St.
Chicago, Ill. 60606

Whitman Publishing Co.
Orders to Western Publishing Co., Inc.
1220 Mound Ave.
Racine, Wis. 53404

Wilson, H.W., Co.
950 University Ave.
Bronx, N.Y. 10452

World Publishing Co.
110 E. 59th St.
New York, N.Y. 10022
or
2231 W. 110th St.
Cleveland, Ohio 44102

Young America Films
Refer to McGraw-Hill Films

Young Scott Books
Reading, Mass. 01867

APPENDIX C. COMPLETE INDEX OF CAPTIONED EDUCATIONAL FILMS

Abbreviations

A	American Edition
Ba	Baxter Edition
Be	Berkeley Edition
C	Callier Edition
D	DePaul Edition
F	Florida Edition
M	Montana Edition
R	Rochester Edition

Subject Section

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Guidance 360
Health and Safety 365
Language Arts 367
Mathematics 371
Physical Education 372
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ART

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Animules	444	I	C	211
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At Your Fingertips: Cylinders	537	P	F	5
At Your Fingertips: Play Clay	564	P	F	11
Boxes. At Your Fingertips: Boxes	535	P	F	1
Care of Art Materials, The	400	P	M	7
Clay. At Your Fingertips: Play Clay	564	P	F	11
Clay. Rediscovery - Clay	303	PIA	R	119
Color. Creating With Color	411	PI	M	55
Color and Pigment in Art	416	IA	A	111
Contour Drawing. Introduction to Contour Drawing	387	IA	M	222
Crayon	331	PI	M	52
Creating With Color	411	PI	M	55
CREATIVITY. Movement Exploration: What Am I?	388	P	M	20
Cylinders. At Your Fingertips: Cylinders	537	P	F	5
Discovering Harmony in Arts	383	IA	M	182
Discovering Line	384	A	M	186
Discovering Perspective	385	A	M	190
Egypt: Cradle of Civilization	6	IA	D	329
FINGER PAINTING. Sea Adventures of Sandy the Snail	175	I	Ba	239
Harmony. Discovering Harmony in Art	383	IA	M	182
Introduction to Contour Drawing	387	IA	M	222
Line. Discovering Line	384	A	M	186
Materials. Care of Art Materials,The	400	P	M	7
Movement	366	IA	M	87
Movement Exploration: What Am I?	388	P	M	20
Navajo Silversmith	302	IA	R	113
Paper Construction	301	PIA	R	122
PAPER-MACHE. Animules	444	I	C	211
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Perspective. Discovering Perspective	385	A	M	190
Pigment. Color and Pigment in Art	416	IA	A	111
Posters	371	A	M	285
POTTERY MAKING. Vergette Making a Pot	574	PIA	F	15
Puppets	368	IA	M	289
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Sea Adventures of Sandy the Snail	175	I	Ba	239
SHAPES. At Your Fingertips: Cylinders	537	P	F	5
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GUIDANCE

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Aircraft Machinists. Americans at Work: Aircraft Machinists	252	A	R	177
Aluminum Workers. Americans at Work: Aluminum Workers	253	IA	R	51
Americans at Work: Aircraft Machinist	252	A	R	177
Americans at Work: Aluminum Workers	253	IA	R	51
Americans at Work: Bookbinders	249	A	R	190
Americans at Work: Furniture Workers	243	A	R	83
Americans at Work: Laundry Workers	246	A	R	237
Americans at Work: Machinists	250	A	R	241
Americans at Work: Missile Workers	248	A	R	255
Americans at Work: Postal Workers	244	A	R	259
Americans at Work: Printers	245	A	R	262
Americans at Work: Rubber Workers	247	IA	R	125
Americans at Work: Wood Workers	251	IA	R	154
Anger. Getting Angry	386	I	M	62
Apartment House, An	199	P	Ba	7
Aptitudes and Occupations	419	A	R	180
ARGUMENTS. Ways to Settle Disputes	309	I	M	145
Babies. Baths and Babies	351	A	M	153
Baths and Babies	351	A	M	153
Beginning Responsibility: Doing Things For Ourselves in School	226	P	Ba	12
Beginning Responsibility: Other People's Things	97	P	D	9
Beginning Responsibility: Rules at School	365	P	C	7
Beginning Responsibility: Taking Care of Things	98	P	Ba	17
Beginning to Date	256	IA	R	58
Be Smart - Don't Start	497	A	A	101
BICYCLE SAFETY. One Got Fat	562	I	F	73
Biography of the Unborn	255	A	R	187
BIRTH CONTROL. To Plan Your Family	395	A	M	322
Blue Dashiki, The: Jeffrey and His City Neighbors	534	PI	F	293
Bookbinders. Americans at Work: Bookbinders	249	A	R	190
Boy of the Circus, A	469	P	C	23
Boy to Man	229	A	Ba	274
Budget. Why Budget?	335	A	M	342
Busboy. Mr. Busboy	346	A	M	267
Bus Driver, The	106	P	Be	42
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DAILY ACTIVITIES. Tommy's Day	34	P	D	113
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DATING. Others Just As Nice	562	IA	F	67

GUIDANCE

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Disputes. Ways to Settle Disputes	309	I	M	145
Doughnuts From Homer Price, The	119	PI	Be	59
DROP OUT. I Never Went Back	233	A	Ba	334
DRY CLEANERS. Americans at Work: Laundry Workers	246	A	R	237
DRUGS. Society and You	471	A	C	317
Eating in a Restaurant	379	PI	C	33
Eggs. Give Your Eggs a Break	347	IA	M	215
EMOTIONS. Joshua	372	A	M	227
EMOTIONS. Our Angry Feelings	429	P	C	97
Ernie Rodriguez Hates School	401	A	M	208
Everyday Courtesy	373	PI	R	8
FAIRNESS. Let's Play Fair	461	PI	C	83
Fairness for Beginners	79	P	D	24
FAMILY CHORES. Home on a Farm	223	P	Ba	63
FAMILY PLANNING. To Plan Your Family	395	A	M	322
Farm. Home on a Farm	223	P	Ba	63
Feelings. Our Angry Feelings	429	P	C	97
Fire. I'm No Fool With Fire	142	PI	Be	103
FIRE SAFETY. I'm No Fool With Fire	142	PI	Be	103
Friends. Making Friends	321	IA	M	79
From Generation to Generation	268	IA	R	77
Furniture Workers. Americans at Work: Furniture Workers	243	A	R	83
Generation. From Generation to Generation	268	IA	R	77
Getting Angry	386	I	M	62
Girl to Woman	237	A	Ba	301
Give Your Eggs a Break	347	IA	M	215
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GROOMING. How to be Well-Groomed	306	IA	R	93
Helping Hand, A	506	IA	F	59
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Home Economics. Why study Home Economics?	263	IA	R	148
Home on a Farm	223	P	Ba	63
House Builders - Building Trades	451	A	C	265
How the Animals Discovered Christmas	140	P	Be	97
How to be Well-Groomed	306	IA	R	93
How to Keep a Job	420	A	A	197
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HYGIENE. How to Be Well-Groomed	306	IA	R	93
Hygiene. Personal Hygiene for Boys	460	A	C	295
I'm No Fool With Fire	142	PI	Be	103
I'm Not Stupid	527	A	F	335
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JOBS. Ernie Rodriguez Hates School	401	A	M	208
How to Keep a Job	420	A	A	197
I'm Not Stupid	527	A	F	335
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You and Your Work	415	IA	A	181
Your Job: Applying for It	474	A	C	335

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Let's Play Fair	461	PI	C	83
Let's Share With Others	154	P	D	60
Lottery, The	554	A	F	137
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LOVE. From Generation to Generation	268	IA	R	77
Machinists. Americans at Work: Machinists	250	A	R	241
MAILMEN. Americans at Work: Postal Workers	244	A	R	259
Making Friends	321	IA	M	79
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MANNERS. Eating in a Restaurant	379	PI	C	33
Everyday Courtesy	373	PI	R	8
New Boy Comes to School,A	380	P	C	93
Safety on the Playground	222	P	Ba	125
Manners. Your Table Manners	41	P	D	125
Manners at Home	202	P	Ba	87
Manners at School	210	P	Ba	92
Maturity. Adolescence, Love, and Maturity	450	IA	C	205
Meeting New People	397	PI	C	89
Missile Workers. Americans at Work: Missile Workers	248	A	R	255
Missing Queen, The	370	IA	M	91
Mr. Busboy	346	A	M	267
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New Boy Comes to School, A	380	P	C	93
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Americans at Work: Furniture Workers	243	A	R	83
Americans at Work: Laundry Workers	246	A	R	237
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House Builders-Building Trades	451	A	C	265
How to Keep a Job	420	A	A	197
So You Want to Be an Electronics Technician	363	IA	R	135
Transportation Maintenance	435	IA	C	249
Why Study Industrial Arts?	228	A	Ba	433

GUIDANCE

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You and Your Work	415	IA	A	181
Your Job: Applying For It	474	A	C	335
Ocean Voyage, The	65	I	D	236
One Got Fat	562	I	F	73
Others Just As Nice	526	IA	F	67
Our Angry Feelings	429	P	C	97
Overprotection, A Family Picnic	513	A	F	71
Personal Hygiene for Boys	460	A	C	295
Postal Workers. Americans at Work: Postal Workers	244	A	R	259
Printers. Americans at Work: Printers	245	A	R	262
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Refiner's Fire, The	476	A	A	237
RELATIONSHIPS.				
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RESPECT. Troublemaker, The	334	IA	M	327
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Beginning Responsibility: Other People's Things	97	P	D	9
Beginning Responsibility: Rules at School	365	P	C	7
Beginning Responsibility: Taking Care of Things	98	P	Ba	17
RESPONSIBILITY-PETS. Seven Little Ducks	235	P	Ba	130
Restaurant. Eating in a Restaurant	379	PI	C	33
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Rock in the Road, A	364	PIA	M	107
ROLE PLAYING. Refiner's Fire, The	476	A	A	237
Rubber Workers. Americans at Work: Rubber Workers	247	IA	R	125
Rules. Beginning Responsibility: Rules at School	365	P	C	7
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Kitchen Safety: Preventing Falls	345	IA	M	231
Your Clothing Can Burn	581	IA	F	251
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Safety In The Home	398	I	M	118
Safety on City Streets	468	PI	F	79
Safety on the Playground	222	P	Ba	125
SAFETY, PERSONAL. Self-Defense for Girls	517	A	A	241
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Self-Defense for Girls	517	A	A	241
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SEX EDUCATION. Adolescence, Love and Maturity	450	IA	C	205
Biography of the Unborn	255	A	R	187
Boy to Man	229	A	Ba	274
From Generation to Generation	267	IA	R	77
Girl to Woman	237	A	Ba	301
Human Growth	59	A	Be	396
SHARING. How the Animals Discovered Christmas	140	P	Be	97
Sharing. Let's Share With Others	154	P	D	60
SMOKING. Be Smart - Don't Start	497	A	A	101
SOCIAL PROBLEMS. Helping Hand, A	506	IA	F	59
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Sportsmanship. Good Sportsmanship	227	A	Ba	308
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STEALING. Missing Queen, The	370	IA	M	91
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To Plan Your Family	395	A	M	322
Transportation Maintenance	435	IA	C	249
Troublemaker, The	334	IA	M	327
Unborn. Biography of the Unborn	255	A	R	187
VALUES. Rock in the Road, A	364	PIA	M	107
Very Special Day, A	292	PIA	R	40
Ways to Settle Disputes	309	I	M	145
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Why Study Industrial Arts?	228	A	Ba	433
Why Study Science?	265	I	R	151
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Wood Workers. Americans at Work: Wood Workers	251	IA	R	154
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You and Your Work	415	IA	A	181
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Clothing. Your Clothing	38	I	D	301
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Let's Keep Food Safe to Eat	217	P	Ba	83
Your Food	338	A	M	149
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GONORRHEA. Quarter Million Teenagers, A	231	A	Ba	392
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Heart. Our Wonderful Body: The Heart and Its Work	470	IA	C	227
Hospital. Nancy Goes to the Hospital	211	P	Ba	96
How to Be Well-Groomed	306	IA	R	93
Human Body. About the Human Body	391	IA	M	43
HUMAN BODY.				
Our Wonderful Body: How It Grows	466	PI	C	103
Our Wonderful Body: How Its Parts Work Together	473	PI	C	109
Our Wonderful Body: How We Breathe	472	PI	C	117
Our Wonderful Body: The Heart and Its Work	470	IA	C	227
Human Body: Reproduction System	205	A	Ba	329
Human Growth	59	A	Be	396

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Hygiene. Personal Hygiene for Boys	460	A	C	295
Kitchen Safety: Preventing Falls	345	IA	M	231
Let's Keep Food Safe to Eat	217	P	Ba	83
Living and Growing	394	P	M	15
Man. Boy to Man	229	A	Ba	274
Milk	64	I	D	229
Nancy Goes to the Hospital	211	P	Ba	96
Nutrition. Foods and Nutrition	320	A	M	212
Our Wonderful Body: How It Grows	466	PI	C	103
Our Wonderful Body: How Its Parts Work Together	473	PI	C	109
Our Wonderful Body: How We Breathe	472	PI	C	117
Our Wonderful Body: The Heart and Its Work	470	IA	C	227
Our Wonderful Eyes and Their Care	219	P	Ba	110
Personal Hygiene for Boys	460	A	C	295
Poisoning. Sniffy Escapes Poisoning	426	KP	C	137
Posture. Beginning Good Posture Habits	214	I	Ba	175
Quarter Million Teenagers, A	231	A	Ba	392
Reproduction. Human Body: Reproduction System	205	A	Ba	329
RESPIRATION. Our Wonderful Body: How We Breathe	472	PI	C	117
SAFETY. Sniffy Escapes Poisoning	426	KP	C	137
Safety at Home	43	P	Ba	121
Safety in the Home	398	I	M	118
Safety on City Streets	468	PI	F	79
Safety on the Playground	222	P	Ba	125
Safety Rules for School	378	PI	M	121
Safety: Walk to School	377	PI	M	115
SAFETY, PERSONAL.				
Self-Defense for Girls	517	A	A	241
Save That Life	403	A	C	301
SEX EDUCATION.				
Boy to Man	229	A	Ba	274
Girl to Woman	237	A	Ba	301
Human Growth	59	A	Be	396
Quarter Million Teenagers, A	231	A	Ba	392
SMOKING. Be Smart-Don't Start	497	A	A	101
Sniffy Escapes Poisoning	426	KP	C	137
SYPHILIS. Quarter Million Teenagers, A	231	A	Ba	392
Teeth, Tommy's Healthy Teeth	208	P	Ba	152
Tommy's Day	34	P	D	113
Tommy's Healthy Teeth	208	P	Ba	152
Walk Better. Fitness Skills for Children: Walk Better!	10	I	D	186
Why Exercise?	501	PIA	A	85
Woman. Girl to Woman	237	A	Ba	301
Your Cleanliness	37	I	D	296
Your Clothing	38	I	D	301
Your Clothing Can Burn	581	IA	F	251
Your Ears	39	IA	D	446
Your Eyes	40	I	D	307
Your Food	338	A	M	149

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Airplane Ride, An	457	PI	A	1
Airplane Trip to Mexico, An	87	PI	Be	2
ALPHABET. Z Is For Zoo	582	P	F	145
AMERICA. This Land is Your Land	225	PIA	Ba	447
Animal Fair	447	P	A	7
ANIMAL FAMILIES. Seven Little Ducks	235	P	Ba	130
Animals. How The Animals Discovered Christmas	140	P	Be	97
ANIMALS. Zoo Animals in Rhyme	522	PI	A	89
Ant and the Dove, The	93	PI	Be	24
At Your Fingertips: Boxes	535	P	F	1
At Your Fingertips: Play Clay	564	P	F	11
BIRDS. Mr. and Mrs. Robin's Family	521	P	A	39
Birthday Party, The	102	P	Ba	30
Boy and the North Wind, The	503	PI	A	11
CANTERBURY TALES. Chaucer's England	110	A	Be	352
Chaucer's England	110	A	Be	352
Christmas. How the Animals Discovered Christmas	140	P	Be	97
Christmas. Night Before Christmas, The	421	P	M	24
CHRISTMAS SONGS. Jingle Bells	224	PIA	Ba	441
Rudolph the Red-Nosed Reindeer	224	PIA	Ba	444
COMPREHENSION SKILLS.				
Reading Improvement: Comprehension Skills	404	IA	M	293
Country Mouse and the City Mouse, The	4	P	D	14
County Fair	487	P	A	19
CREATIVITY.				
Movement Exploration: What Am I?	388	P	M	20
Some Day	376	PI	M	130
Cuckoo Clock That Wouldn't Cuckoo, The	5	P	D	19
Curious George Rides a Bike	116	P	Be	54
Daedulus. Icarus and Daedulus	433	PI	C	71
DANCE. Highwayman, The	58	A	Be	385
DIRECTIONS.				
At Your Fingertips: Boxes	535	P	F	1
At Your Fingertips: Play Clay	564	P	F	11
At Your Fingertips: Cylinders	537	P	F	5
Doughnuts, The (from Homer Price)	119	PI	Be	59
Dr. Heidegger's Experiment	538	A	F	87
DUCKS.				
Seven Little Ducks	235	P	Ba	130
Ugly Duckling, The	35	P	D	119
Elves. Shoemaker and the Elves, The	412	PI	M	126
End of One, The	542	IA	F	37
England. Chaucer's England	110	A	Be	352
FABLES. Ant and the Dove, The	93	PI	Be	24
North Wind and the Sun, The	168	P	Ba	101
Fair. County Fair	487	P	A	19
FAIRY TALES.				
Hansel and Gretel	442	PI	C	63
Rapunzel	173	P	Ba	116
Farm. One Day on the Farm	218	P	Ba	105
Fluffy, the Ostrich	456	P	C	57
Flying a Kite	125	P	Ba	54

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Goldilocks and the Three Bears	12	P	D	45
Haiku	544	IA	F	93
Halloween	174	P	Ba	59
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Hansel and Gretel	442	PI	C	63
HAWTHORNE, NATHANIEL. Dr. Heidegger's Experiment	538	A	F	87
HEMINGWAY, ERNEST. My Old Man	561	A	F	123
Henry Wadsworth Longfellow	133	A	Ba	352
Hiawatha. Tales of Hiawatha	382	IA	M	137
Highwayman, The	58	A	Be	385
Hoppy, the Bunny	455	P	C	67
How the Animals Discovered Christmas	140	P	Be	97
HUMPTY DUMPTY.				
Mother Goose Stories	25	P	D	71
Hunter, The	546	IA	F	133
Icarus and Daedulus	433	PI	C	71
Improve Your Handwriting	417	IA	A	137
In, Out, Up, Down, Under, Over, Upside Down	548	P	F	101
Jingle Bells	224	PIA	Ba	441
John Greenleaf Whittier	149	A	Be	419
Julius Caesar	549	A	F	105
Kindness to Others	152	P	Ba	68
King Midas and the Golden Touch	18	P	D	55
Kite. Flying a Kite	125	P	Ba	54
Know Your Library	153	IA	Be	251
Leaves	330	PIA	M	66
Let's Write a Story	393	PIA	M	70
LIBRARY.				
Know Your Library	153	IA	Be	251
Using the School Library	381	PI	C	177
Little Engine That Could, The	409	PI	M	11
LITTLE MISS MUFFET. Mother Goose Stories	25	P	D	71
Little Red Lighthouse	157	P	Be	108
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Longfellow. Henry Wadsworth Longfellow	133	A	Ba	352
Lottery, The	554	A	F	137
Macbeth	555	A	F	115
Man Without a Country	63	A	Ba	358
Mexico. Airplane Trip to Mexico, An	81	PI	Be	2
Midnight Ride of Paul Revere, The	23	IA	D	385
Mike Mulligan and His Steam Shovel	165	P	Be	120
Mother Goose Medley, A	481	P	F	83
Mother Goose Stories	25	P	D	71
MOTHER GOOSE.				
Mother Goose Medley, A	481	P	F	83
Mother Goose Stories: Little Miss Muffet Old Mother Hubbard The Queen of Hearts Humpty Dumpty	25	P	D	71
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My Old Man	561	A	F	123
MYTHOLOGY.				
Icarus and Daedulus	433	PI	C	71
Mythology of Greece & Rome	389	IA	M	275
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North Wind and the Sun, The	168	P	Ba	101
NURSERY RHYMES.				
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Mother Goose Medley, A	481	P	F	83
Mother Goose Stories	25	P	D	71
OLD MOTHER HUBBARD. Mother Goose Stories	25	P	D	71
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PARDONER'S TALE. Chaucer's England	110	A	Be	352
PETS. Seven Little Ducks	235	P	Ba	130
POETRY. Chaucer's England	110	A	Be	352
Haiku	544	IA	F	93
Highwayman, The	58	A	Be	385
PREPOSITIONS. In, Out, Up, Down, Under, Over, Upside Down	548	P	F	101
Rosie's Walk	566	P	F	129
Puss In Boots	402	P	M	28
QUEEN OF HEARTS, THE.				
Mother Goose Stories	25	P	D	71
Rainshower	413	PI	C	125
Rapunzel	173	P	Ba	116
Reading Improvement: Comprehension Skills	404	IA	M	293
Reading Improvement: Vocabulary Skills	406	IA	M	296
Reading Improvement: Word Recognition Skills	405	IA	M	301
READING READINESS. Z Is For Zoo	582	P	F	145
Refiner's Fire, The	476	A	A	237
RELATIONSHIPS. A Very Special Day	292	PIA	R	40
Rhyme. Zoo Animals in Rhyme	522	PI	A	89
Rosie's Walk	566	P	F	129
Rudolph the Ned-Nosed Reindeer	224	PIA	Ba	444
Scarecrow. Lonely Scarecrow, The	524	PI	A	29
Sea Adventures of Sandy The Snail	175	I	Ba	239
Seven Little Ducks	235	P	Ba	130
SHAKESPEARE.				
Julius Caesar	549	A	F	105
Macbeth	555	A	F	115
William Shakespeare	179	A	Be	413
Shoemaker and the Elves, The	412	PI	M	126
Snowy Day, The	181	P	Ba	135
Some Day	376	PI	M	130
SONGS.				
In, Out, Up, Down, Under, Over, Upside Down	548	P	F	101
You Are My Sunshine	225	PIA	Ba	449
Stefan on Sunday	30	P	D	92
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Tales of Hiawatha	382	IA	M	137
Tell. William Tell	408	PI	M	141
This Land Is Your Land	225	PIA	Ba	447
Three Little Pigs, The	33	P	D	108
Tippy, The Town Dog	184	P	Be	131
Tom Thumb in King Arthur's Court	407	PI	M	39
TRAVEL. Airplane Trip to Mexico, An	87	PI	Be	2
Truck Driver, The	169	I	Ba	257
Ugly Duckling, The	35	P	D	119
Using the School Library	381	PI	C	177
VERBS. Z Is For Zoo	582	P	F	145
Very Special Day, A	292	PIA	R	40
Vocabulary Skills. Reading Improvement: Vocabulary Skills	406	IA	M	296
Weekend Visit, A	507	IA	F	51
Whittier. John Greenleaf Whittier	149	A	Be	419
William Shakespeare	179	A	Be	413
William Tell	408	PI	M	141
Wind	580	P	F	247
Word Recognition Skills. Reading Improvement: Word Recognition Skills	405	IA	M	301
Writing. Let's Write a Story	393	PIA	M	70
You Are My Sunshine	225	PIA	Ba	449
Z Is For Zoo	582	P	F	145
Zoo Animals in Rhyme	522	PI	A	89

TITLE	MATH CFD#	LEVEL	EDITION	PAGE
Addition for Beginners	296	P	M	1
Area. Meaning of Area, The	336	A	M	252
Arithmetic in the Food Store	307	P	R	1
Comparing: Getting Ready to Measure	505	PI	A	15
Concept of Function, The	333	A	M	170
CUBIC MEASUREMENT. Volume and Its Measurement	298	IA	M	335
Division for Beginners	289	PI	R	4
Introducing Sets: Numerals and Numbers	290	P	R	14
Making Change for a Dollar	288	P	R	21
Meaning of Area, The	336	A	M	252
Meaning of Pi, The	295	A	R	110
Mean, Median, Mode	337	IA	M	83
MEASUREMENT. Comparing: Getting Ready to Measure	505	PI	A	15
Volume and Its Measurement	298	IA	M	335
Measuring: A Way of Comparing	495	A	A	35
Median. Mean, Median, Mode	337	IA	M	83
Metric System, The	332	A	M	259
Mode. Mean, Median, Mode	337	IA	M	83
MONEY. Arithmetic in the Food Store	307	P	R	1
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Multiplication For Beginners	291	PI	R	28
NUMBER DEVELOPMENT. Story of Our Number System	300	IA	M	134
NUMBER FACTS. Subtraction for Beginners	297	P	M	36
NUMBER SETS. Addition for Beginners	296	P	M	1
Pi. Meaning of Pi, The	295	A	R	110
Sets. Introducing Sets: Numerals and Numbers	290	P	R	14
Story of Our Number System	300	IA	M	134
Subtraction for Beginners	297	P	M	36
Triangles: An Introduction	490	PI	A	73
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Volume and Its Measurement	298	IA	M	335

PHYSICAL EDUCATION

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CUNNINGHAM, GLENN. Boy Who Couldn't Walk, The	105	A	Ba	280
Drownproofing	464	PI	C	29
Exercise. Why Exercise?	501	PIA	A	85
Field Events. Track and Field Events for Girls: Part II Field Events	570	IA	F	155
Good Sportsmanship	227	A	Ba	308
HANDICAP. Boy Who Couldn't Walk, The	105	A	Ba	280
Jumping. Rope Jumping	390	IA	M	112
Rope Jumping	390	IA	M	112
SAFETY, PERSONAL. Self-Defense for Girls	517	A	A	241
Self-Defense for Girls	517	A	A	241
Sportsmanship. Good Sportsmanship	227	A	Ba	308
SWIMMING. Drownproofing	464	PI	C	29
TRACK. Boy Who Couldn't Walk, The	105	A	Ba	280
Track and Field Events for Girls: Part I Track Events	571	IA	F	149
Track and Field Events for Girls: Part II Field Events	570	IA	F	155
Track Events. Track and Field Events for Girls: Part I Track Events	571	IA	F	149
Volleyball for Boys	575	IA	F	161
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Adventures of Willie the Skunk	1	P	D	4
Air. How Air Helps Us	137	PI	Be	86
Introducing Air	146	I	Ba	210
Air Pollution	530	IA	F	19
AMPHIBIANS. Frogs and How They Live	500	IA	A	123
Amphibians: Frogs, Toads and Salamanders	86	I	Be	169
AMPHIBIANS. Life Story of a Toad	135	I	Ba	222
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ANIMALS.				
Adventures of a Baby Fox	396	PI	M	4
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Kittens: Birth and Growth	234	P	Ba	73
Mammals are Interesting	162	I	Ba	228
Prehistoric Animals	172	IA	Be	288
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Animals Hatched From Eggs	531	PI	F	171
Animals In Autumn	89	PI	Be	7
Animals In Spring	90	PI	Be	11
Animals In Summer	91	PI	Be	16
Animals In Winter	92	PI	Be	20
Ants. Secrets of the Ants and Insect World	176	I	Be	293
Aquarium. Balanced Aquarium, A	96	PI	Be	38
AQUARIUMS. Sea Adventures of Sandy the Snail	175	I	Ba	239
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ASTRONOMY.				
Exploring the Night Sky	8	IA	D	338
Exploring the Universe	111	A	Ba	296
The Milky Way	166	IA	Be	280
Autumn. Animals In Autumn	89	PI	Be	7
Balanced Aquarium, A	96	PI	Be	38
Beach, The: A River of Sand	512	A	A	187
Bees. Secrets of the Bee World	177	I	Be	298
Bees: A Backyard Science	441	PI	C	1
Beyond the Solar System	100	IA	Be	185
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Bird Homes	101	P	Ba	23
Birds. Looking at Birds	553	I	F	199
BIRDS. Mr. and Mrs. Robin's Family	521	P	A	39
Birds in Your Backyard	533	PI	F	177
BIRTH. Day Life Begins, The	221	I	Ba	185
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Kittens: Birth and Growth	234	P	Ba	73
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Camouflage In Nature Through Form and Color Matching	108	I	Be	198
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Chickens. Eggs to Chickens	232	I	Ba	191
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Heart and Circulation	132	A	Ba	313
How Your Blood Circulates	274	A	R	99
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Communication Theory	275	A	R	197
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Recycling of Waste Materials	565	IA	F	31
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CRUSTACEAN. Life Story of a Crayfish	158	I	Be	261
DAIRY FARM. Milk	64	I	D	229
Day Life Begins, The	221	I	Ba	185
DEAFNESS. Ears and Hearing	458	AC	C	277
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Digestion of Foods	118	A	Be	376
Ducks, Geese, and Swans	539	PI	F	183
Ears. Your Ears	39	IA	D	446
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Earth. Face of the Earth	9	IA	D	344
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Eggs. Animals Hatched From Eggs	531	PI	F	171
EGGS. Red Hen, The	424	P	C	131
Eggs to Chickens	232	I	Ba	191
Electric Current. Learning About Electric Current	20	I	D	379
Electricity	540	I	F	187
Electricity. Making Electricity	21	I	D	223
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Fluids in Motion	279	A	R	219
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FOOD. Rice: From Seed to Flower	220	A	Ba	399
Foods. Digestion of Foods	118	A	Be	376
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Garden. How Does a Garden Grow	138	P	Be	92
Geese. Ducks, Geese, and Swans	539	PI	F	183
Generation. From Generation to Generation	268	IA	R	77
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Kittens: Birth and Growth	234	P	Ba	73
Life Story of a Crayfish	158	I	Be	261
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Human Body. About the Human Body	391	IA	M	43
HUMAN BODY.				
Our Wonderful Body: How It Grows	466	PI	C	103
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Our Wonderful Body: The Heart and Its Work	470	IA	C	227
Human Body: Reproduction System	205	A	Ba	329
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Bees: A Backyard Science				
Butterfly, The (Life Cycle of an Insect)	107	I	Be	195
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Learning About the Fruits We Eat	550	PI	F	275
Let's Keep Food Safe to Eat	217	P	Ba	83
Life Cycle of the Paper Wasp	62	I	D	218
Life Story of a Moth	159	I	Be	265
Life Story of a Toad	135	I	Ba	222
Lightning. Thunder and Lightning	254	I	R	138
Liquids. Properties of Liquids	239	A	Ba	388
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Living and Growing	394	P	M	15
LIVING THINGS. What's Alive	200	P	Ba	164
Looking at Birds	553	I	F	199
Machines.				
Simple Machines	29	I	A	425
Simple Machines at Sea	567	IA	F	221
Machines Do Work	161	I	Be	270
MAGNETS. Electromagnets: How They Work	7	IA	D	333

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Making Electricity	21	I	D	223
Mammals and Milk	558	I	F	215
Mammals Are Interesting	162	I	Ba	228
Man's Effect on the Environment	559	IA	F	25
Matter. States of Matter	240	A	Ba	411
Measurement. Errors of Measurement	277	A	R	69
MENDEL, GREGOR. Heredity	134	A	Ba	318
Metal, Glass, and Paper	353	IA	M	256
Microscope, The	242	A	Ba	364
Milk	64	I	D	229
Milk. Mammals and Milk	558	I	F	215
Milky Way, The	166	IA	Be	280
Modern Steel Making	329	A	M	271
Moon. A Trip to the Moon	185	I	Ba	251
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Moth. Life Story of a Moth	159	I	Be	265
Motion.				
Fluids in Motion	279	A	R	219
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Mr. and Mrs. Robin's Family	521	P	A	39
Noise. Scientific Noise	278	A	R	272
NON-LIVING THINGS. What's Alive	200	P	Ba	164
Ocean. One Big Ocean	516	PI	A	47
Oceanography: The Study of Oceans	514	IA	A	157
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Orbiting. Science of Orbiting	276	IA	R	130
Origin of Life, The: Chemical Evolution	509	A	A	209
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Our Wonderful Body: How It Grows	466	PI	C	103
Our Wonderful Body: How It's Parts Work Together	473	PI	C	109
Our Wonderful Body: How We Breathe	472	PI	C	117
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Our Wonderful Eyes and Their Care	219	P	Ba	110
OXYGEN. How Air Helps Us	137	PI	Be	86
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Housefly and Its Control, The	136	I	Be	223
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PHOTOSYNTHESIS. How Green Plants Make Food	139	I	Be	227
Plants.				
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How Green Plants Make Food	139	I	Be	227
How Plants Help Us	260	I	R	89
Secrets of the Plant World	178	I	Be	302
POLLINATION. Rice: From Seed to Flower	220	A	Be	399
Pollution. Air Pollution	530	IA	F	19
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Man's Effect on the Environment	559	IA	F	25
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RABBITS. Hoppy, the Bunny	455	P	C	67
Recycling of Waste Materials	565	IA	F	31
Red Hen, The	424	P	C	131
REPRODUCTION.				
Animals Hatched From Eggs	531	PI	F	171
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Eggs to Chickens	232	I	Ba	191
Fertilization and Birth	427	PIA	C	45
From Generation to Generation	268	IA	R	77
Reproduction. Human Body: Reproduction System	205	A	Ba	329
Resolution. Forces: Composition and Resolution	126	A	Be	381
RESPIRATION.				
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Robins. Mr. and Mrs. Robin's Family	521	P	A	39
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Rockets: How They Work	26	IA	D	403
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Salamanders. Amphibians: Frogs, Toads and Salamanders	86	I	Be	169
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Satellites. Rockets and Satellites	449	IA	C	241
Science. Why Study Science	265	I	R	151
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Sea Level. How Level is Sea Level	510	A	A	193
SEA LIFE. Secrets of the Underwater World	488	IA	A	163
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Summer is Here	446	P	C	159
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Winter Comes to the Forest	459	P	C	187
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Secrets of the Bee World	177	I	Be	298
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SEEDS. How Does a Garden Grow	138	P	Be	92
Seeds. What Do Seeds Do	579	PI	F	243
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Simple Machines at Sea	567	IA	F	221

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Sky. Exploring the Night Sky	8	IA	D	338
Snail. Sea Adventures of Sandy the Snail	175	I	Ba	239
Snakes and How They Live	568	IA	F	227
Solar System. Beyond the Solar System	100	IA	Be	185
SOUND. Scientific Noise	278	A	R	272
SPACE SCIENCE. Science of Orbiting	276	IA	R	130
Space Science for Beginners	519	PI	A	51
SPACE TRAVEL. A Trip to the Moon	185	I	Ba	251
Spring. Animals in Spring	90	PI	Be	11
Spring is Here	447	PI	C	141
States of Matter	240	A	Ba	411
Steel. Modern Steel Making	329	A	M	271
Story of a Trout, The	182	I	Be	306
Summer. Animals in Summer	91	PI	Be	16
Summer is for Growing	436	PI	C	153
Summer is Here	446	P	C	159
Sun	569	P	F	233
SUPERMARKET. Foods From Grains	216	I	Ba	200
Swans. Ducks, Geese, and Swans	539	PI	F	183
Synthetic Fibers	76	I	D	276
TELESCOPE. Exploring the Universe	111	A	Ba	296
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Life Story of a Toad	135	I	Ba	222
TOPOGRAPHY. Face of the Earth	9	IA	D	344
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Tuffy, the Turtle	462	P	C	171
Turtle. Tuffy, the Turtle	462	P	C	171
Unborn. Biography of the Unborn	255	A	R	187
UNIVERSE. Beyond the Solar System	100	IA	Be	185
Universe. Exploring the Universe	111	A	Ba	296
VOLCANOES. Earth, The: Volcanoes	525	IA	A	117
Wasp. Life Cycle of the Paper Wasp	62	I	D	218
Waste Materials. Recycling of Waste Materials	565	IA	F	31
Water and What It Does	188	PI	Be	137
Water Cycle, The	36	I	D	283
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Weather for Beginners	81	P	Be	144
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WEIGHTLESSNESS. Buoyancy	272	A	R	193
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What Do Seeds Do	579	PI	F	243
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Wind. A First Film on the Wind	439	PI	C	51
Wind and What It Does	194	IA	Be	333
Winter. Animals in Winter	92	PI	Be	20
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Aircraft Machinists. Americans at Work: Aircraft Machinist	252	A	R	177
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Altgeld. John Peter Altgeld (Profiles in Courage Series)	267	A	R	172
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AMAZON RIVER. Lifeline Amazon	551	IA	F	279
AMERICA. This Land Is Your Land	225	PIA	Ba	447
American Flag, The	46	I	D	147
AMERICAN REVOLUTION. George Washington at Valley Forge	261	IA	R	144
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Americans at Work: Missile Workers	248	A	R	255
Americans at Work: Postal Workers	244	A	R	259
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ANIMALS. Rikki, The Baby Monkey	257	P	R	31
Spotty, Story of a Fawn	74	P	D	86
Tippy, The Town Dog	184	P	Be	131
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Arithmetic in the Food Store	307	P	R	1
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Ben B. Lindsay (Profiles in Courage Series)	323	A	M	239
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Billy's Helicopter Ride	475	PI	C	17
Blue Dashiki, The: Jeffrey and His City Neighbors	534	PI	F	293
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Bookbinders. Americans at Work: Bookbinders	249	A	R	190
BOONE, DANIEL, Kentucky Pioneers	151	I	Be	246
Boston Massacre, The	103	A	Be	346
Boy of a Frontier Fort	104	I	Be	190
Boy Who Couldn't Walk, The	105	A	Ba	280
BRANDEIS, LOUIS. Woodrow Wilson (Profiles in Courage Series)	294	A	R	286
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CALIFORNIA. Gold Rush Days	129	IA	Be	218
Canada: The Industrial Provinces	109	IA	Be	203
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Charles Evans Hughes	322	A	C	271
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Children of the U.N.	305	I	M	48
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City. Industrial City, The				

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Cleveland. Grover Cleveland (Profiles in Courage Series)	319	A	M	166
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Community. Everyone Helps in a Community	236	P	Ba	48
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CONSTRUCTION WORKERS. Mike Mulligan and His Steam Shovel	165	P	Be	120
CONSUMER EDUCATION. Wise Buying	308	A	C	329
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CORWIN, Thomas W. (Profiles in Courage Series)	316	A	M	174
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COURTS. Department of Justice, The	117	A	Ba	289
CUNNINGHAM, GLENN. The Boy Who Couldn't Walk	105	A	Ba	280
CRANDALL, Prudence (Profiles in Courage Series)	282	A	R	204
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Daniel Webster (Profiles in Courage Series)	293	A	R	281
Declaration of Independence. The Signing of the Declaration of Independence	180	A	Ba	405
DEER. Spotty, Story of a Fawn	74	P	D	86
DENMARK. Scandinavia	71	I	D	248
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Litterbug, The	552	PIA	F	41
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Edmund G. Ross (Profiles in Courage Series)	313	A	M	309
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ELECTIONS. How We Elect a President	14	IA	D	360
Ely. Richard T. Ely (Profiles in Courage Series)	325	A	M	203
EMBARGO ACT. John Q. Adams (Profiles in Courage Series)	286	A	R	168
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Farm Babies and Their Mothers	122	P	Be	65
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FARM. Red Hen, The	424	P	C	131
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Children of the U.N.	305	I	M	48
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Frontier. Boy of a Frontier Fort	104	I	Be	190
Children of the Colonial Frontier	2	IA	D	318
Frozen Foods	357	PI	R	11
Furniture Workers. Americans at Work: Furniture Workers	243	A	R	83
Geography of the Five Pacific States	543	I	F	263
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George W. Norris (Profiles in Courage Series)	311	A	M	280
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Government. Your Government: The Presidency	193	IA	Be	337
GOVERNOR. John Peter Altgeld (Profiles in Courage Series)	267	A	R	172
John M. Slaton (Profiles in Courage Series)	312	A	M	314
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Great White Trackway, The	352	IA	R	86
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Grover Cleveland (Profiles in Courage Series)	319	A	M	166
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Hamilton Fish (Profiles in Courage Series)	283	A	R	215
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Hawaii: The Island State	57	IA	D	356
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Hitler: Anatomy of a Dictatorship	545	AC	F	269
HOLIDAYS. Why Do We Have Thanksgiving?	467	PI	F	327
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Home on a Farm	223	P	Ba	63
Houston. Sam Houston (Profiles in Courage Series)	287	A	R	226
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Hughes. Charles Evans Hughes	322	A	C	271
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Hutchinson. Anne Hutchinson (Profiles in Courage Series)	284	A	R	226
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Woodland Indians of Early America	463	PI	C	199
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India's History: Mogul Empire to European Colonization.	143	A	Be	401
Indonesia: New Nation of Asia	144	IA	Be	231
Industrial City, The	547	A	F	305
INDUSTRY. Canada: The Industrial Provinces	109	IA	Be	203
Great Lakes Area, The: Men, Minerals and Machines	55	I	D	190
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John Q. Adams (Profiles in Courage Series)	286	A	R	168
John Peter Altgeld (Profiles in Courage Series)	267	A	R	172
John Marshall (Profiles in Courage Series)	324	A	M	243
John Greenleaf Whittier	149	A	Be	419
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Johnson. Andrew Johnson (Profiles in Courage Series)	286	A	R	233
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Liberty. What "Liberty and Justice" Mean	230	I	Ba	264
Life in Ancient Greece: Home and Education	155	A	Be	255
Life in Ancient Rome	156	A	Ba	345
Lifeline Amazon	551	IA	F	279
Lighthouse. Little Red Lighthouse	157	P	Be	108
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